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STATE HISTORICAL SOCIETY
1896
OF WISCONSIN.

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SIXTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF WISCONSIN,

FOR THE YEAR 1864.

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SIXTEENTH ANNUAL REPORT,

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF WISCONSIN

FOR

THE YEAR ENDING AUGUST 31, 1864

By JOHN G. McMYNN,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE HISTORICAL SOCIETY
1896
OF WISCONSIN.

MADISON, WIS.,
ATWOOD & RUBLEE, STATE PRINTERS.
1865.

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1864.

To His Excellency, JAMES T. LEWIS,
Governor of Wisconsin:

SIR:—I have the honor, herewith to submit the Sixteenth Annual Report from this Department.

I am very respectfully,
Your obedient servant,
JNO. G. McMYNN,
Superintendent of Public Instruction.

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ANNUAL REPORT.

To the Legislature of Wisconsin :

GENTLEMEN :—In compliance with the requirements of law, the following report is respectfully submitted, for the year ending August 31st, 1864.

The law provides that the State Superintendent "shall prepare in each year a report, to be submitted to the Legislature, on or before the tenth day of December in each year, containing—

1. An abstract of all the Common School reports received by him from the several County Superintendents of Schools.
2. A statement of the condition of the Common Schools of this State.
3. Estimates and accounts of the expenditures of the school moneys.
4. Plans for the improvement and management of the Common School Fund, and for the better organization of the Common Schools. And—
5. All such matters relating to his office, and the Common Schools of the State, as he shall deem expedient to communicate."

The following summary of the reports received from County Superintendents for 1862–3 and 1863–4, will present the subjects of attendance, taxes, teachers, etc., in an intelligible manner.

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SUMMARY.

	1862–3.	1863–4.	Increase.	Decrease.
Population of the State, 1864, (estimated)	.....	885,073	.....	.....
Number of counties reporting,	56	56	.....	.....
Number of towns reporting,	771	772	1	.....
Number of towns not reporting	1	5	4	.....
Number of whole districts,	3,883	4,072	189	.....
Number of parts of districts,	1,842	1,930	88	.....
Number of districts reckoning 2¼ parts as equal to one whole district,	4,702	4,930	228	.....
Number of districts not reporting,	161	174	13	.....
Number of parts of districts not reporting,	122	127	5	.....
Whole number of districts unreported,	215	231	18	.....
Number of male children between 4 and 20 years of age,	164,100	166,850	2,750	.....
Number of female children between 4 and 20 years of age,	156,865	163,056	6,191	.....
Total number of children between 4 and 20 years of age,	320,965	329,906	8,941	.....
Excess of males over females	7,235	3,794	.....	3,441
Number of districts maintaining school more than one term	3,368	3,467	99	.....
Number of male teachers employed during winter term,	1,812	1,621	.....	191
Number of female teachers employed during winter term,	2,531	2,758	227	.....
Number of male teachers employed during summer term,	353	308	.....	45
Number of female teachers employed during summer term,	3,765	3,871	106	.....
Number of different persons employed in teaching during the year	7,403	7,585	182	.....
Number who have had experience as teachers previous to this year	5,976	6,242	266	.....
Number of pupils registered during winter term	170,565	169,909	.....	656
Whole number of day's attendance during winter term	8,014,444	7,829,986	.....	184,458
Number of pupils registered during summer term	144,626	150,682	6,056	.....
Whole number of day's attendance during summer term	5,776,285	5,984,519	208,234	.....
Number of pupils attending during the year	215,163	211,119	.....	4,044
Whole number of day's attendance during the year	13,790,729	13,814,505	23,776	.....
Average length of winter term —— days	61	63½	2½	.....
Average length of summer term —— days	59	57	.....	2

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Number of day's possible attendance	21,275,361	23,645,328	2,369,967	.....
Number of day's actual attendance	13,790,729	13,814,505	23,776	.....
Percentage of attendance of number registered	65	58	.....	7
Percentage of attendance of number entitled to school privileges	44	33	.....	11
Number of children under 4 years of age who have attended school	1,837	1,716	.....	121
Number over 20 years of age who have attended school	1,443	1,318	.....	125
Number of select and private schools	220	236	16	.....
Number of pupils reported attending the same	10,440	12,063	1,623	.....
Average wages paid male teachers per month during winter term	$26 56	$30 02	$3 46	.....
Average wages paid female teachers per month during winter term	17 62	19 72	2 10	.....
Average wages paid male teachers per month during summer term	30 04	34 77	4 73	.....
Average wages paid female teachers per month during summer term	16 27	19 14	2 87	.....
Average wages per month paid male teachers for the year	27 11	32 39	5 28	.....
Average wages per month paid female teachers for the year	16 81	19 43	2 62	.....
State fund apportioned during the year	$135,761 96	$150,974 07	$15,212 11	.....
Tax levied by county boards of supervisors	128,174 42	133,141 21	4,966 79	.....
Tax levied by towns	67,893 47	74,826 64	6,933 17	.....
District taxes for teachers' wages	334,446 85	415,884 47	81,437 62	.....
District taxes for school houses	73,755 37	99,291 86	25,536 49	.....
District taxes for maps, charts, etc	2,446 75	2,990 18	543 43	.....
District taxes for other purposes	73,082 14	95,725 42	22,643 28	.....
Total amount of taxes raised	679,798 94	821,859 78	142,060 84	.....
Total amount of money expended for school purposes	815,458 93	972,833 85	.....	.....
Number of stone school houses	183	186	3	.....
Number of brick school houses	192	198	6	.....
Number of frame school houses	2,495	2,553	58	.....
Number of log school houses	1,298	1,249	.....	49
Total number of school houses	4,168	4,186	18	.....
Number of school house sites containing less than one acre	3,327	3,177	.....	150
Number of school house sites uninclosed	3,106	3,147	41	.....
Number of school houses without outline maps	3,078	2,982	.....	96
Number of school houses without black-boards	493	570	77	.....

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Summary.—*continued.*

	1862–3.	1863–4.	Increase.	Decrease.
Average valuation of school houses	$318 00	$355 44	$37 44	.....
Highest valuation of any school house	38,000 00	32,000 00	.....	$16,000 00
Lowest valuation of any school house	03	01	.....	02
Total valuation of school houses	1,326,753 00	1,487,495 33	160,742 33	.....
Number of district libraries	779	753	.....	26
Number of volumes in the same	34,339	28,475	.....	5,864
Number of volumes purchased this year	783	499	.....	284
Number of volumes loaned this year	16,362	12,385	.....	3,977

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The following towns are unreported this year:
Chamber's Island, Door County.
Liberty grove, Door County.
Eaton, Monroe County.
McClelland, Wood County.
Eau Galla, St. Croix County.

Reports sent in, after the annual report from this office is published, are received upon affidavit that the delay was unavoidable, and such reports are incorporated in the reports from towns or counties with which they properly belong. It is the duty of all school officers receiving reports to acknowledge their reception by return mail, and if such acknowledgment is not promptly made, it is the duty of the officer sending the report to write to inquire if the report has been received.

School Children.—The number is nearly 3 per cent. greater than last year. This is the least increase in per centage since the State was organized.

School Attendance —During the past year the attendance has fallen off. The per centage of attendance of number registered is 58.

The following table showing the attendance since 1849, although not strictly reliable, may be of interest:

Years.	Per cent. of Attendance.	Years.	Per cent. of Attendance.
1849 estimated.....	44	1857 calculated....	60
1850....do.....	67	1858....do.....	63
1851....do.....	70	1859 estimated.....	65
1852....do.....	71	1860 calculated....	67
1853....do.	69	1861....do...	65
1854 calculated.....	65	1862....do.....	64
1855....do.....	65	1863....do.....	65
1856....do.....	64	1864....do.....	58

There is a decrease in attendance of number registered of 7 per cent. since last year. The per centage of attendance of the whole number entitled to school privileges is, for this year, 33. This is 11 per cent. less than last year. This fact ought to attract the attention of all. It is well to urge parents to manifest greater interest in their schools, and to call upon all classes of citizens to aid in securing a more general and regular attendance. It may be best to enforce attendance by law, and to apportion the public money on the basis of actual attendance; but of this we may be certain, *our schools will never do their legitimate work until we improve the character and increase the qualifications of our teachers.*

Teachers.—Of the 7,585 teachers employed during the past year, it is ascertained from data furnished in the special reports of County Superintendents, that the number holding certificates of different grades is as follows:

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Number holding limited third grade certificates,.....	824
..do.....do....third grade certificates,.....	6,257
..do.....do....second.....do.....	377
..do.....do....first.....do.....	127
Total,.....	7,585

By reference to the following sections of the school law relating to Teachers' Certificates, an idea of the attainments of the teachers employed may be attained:

TEACHERS' CERTIFICATES.

SEC. 100. Every applicant for a situation as a Teacher in any of the Common Schools of this State, shall be examined by the County Superintendent of Schools of his county, in regard to moral character, learning, and ability to teach, and, if found qualified, shall receive a certificate as hereinafter provided.

SEC. 101. There are hereby established three grades of Teachers' Certificates, to be known as certificates of the first, second and third grade, respectively, as the case may be. Each certificate shall show the branches of study in which the holder has been examined, also the relative attainment of the applicant in each.

SEC. 102. Every applicant for a Certificate of the Third Grade, shall be examined in Orthoepy, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Primary Grammar and Geography, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in the town for which he applies, and which shall be in force for one year from the date thereof; and each County Superintendent may issue Third Grade Certificates for a less period than one year, and for a particular district, whenever he is satisfied that the applicant is qualified to teach in such district, and is not qualified to teach in every district of the town for which he is licensed.

SEC. 103. Every applicant for a Certificate of the Second Grade, shall be examined in all the branches required for a Certificate of the Third Grade, and in Addition thereto, in Grammatical Analysis, Physiology, Physical Geography, Elementary Algebra, United States History, and Theory and Practice of Teaching, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for one year from the date thereof.

SEC. 104. Every applicant for a Certificate of the First Grade, shall be examined in all the branches in which applicants for Certificates of the second and third grades are examined, and in addition thereto, in Higher Algebra, Natural Philosophy, and Geometry, and if found qualified, shall receive a certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for two years from the date thereof.

The teachers employed in the cities, not under the supervision of the County Superintendents, are not examined by them, and the above figures may be very slightly changed, when they are included.

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It appears that about 93 per cent of those employed the past year were not examined in the History of the United States, nor in Hygiene or the Laws of Health, nor in Theory and Practice of Teaching. If any class of instructors needs to understand these branches, it would seem to be those who have charge of our country schools. It is probable that some of those teaching under a third grade certificate might obtain the second grade, but these certainly exhibit little professional pride, when they can show no evidence, in their license to teach, that they possess any special fitness for their vocation.

TEACHERS' WAGES.—The wages of teachers have been increased somewhat during the past year, but not to correspond with the increased cost of living. There is an increase of 19 1-2 per cent. in the pay of male teachers, and 15 1-2 per cent. in that of female teachers.

SCHOOL TAXES.—The whole amount of taxes received for school purposes is 20 per cent. greater this year than last. If we include salaries of County Superintendents, at least $1,000,000 has been expended during the year in support of the Public Schools.

PRIVATE SCHOOLS.—No reliable reports are received at this office from this class of schools. The number reported as attending them is far below the real number.

LIBRARIES.—Only enough is reported regarding these to show that nothing is done to improve them. The repeal of the law of 1859, providing for District Libraries, and the transfer of the library fund to other funds, probably render it useless to urge the wisdom and expediency of using this powerful agency to educate the youth of the State.

REPORTS OF COUNTY SUPERINTENDENTS.

The following Circular was addressed to the County Superintendents in August last by my predecessor:

STATE OF WISCONSIN,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
August 13, 1864.

DEAR SIR:—It is desirable that a Special Report from you be embodied in the Annual Report from this Department. This Special Report should be very brief, and may embrace the following subjects:

1. *School Houses.*—Number built during the year ending August 31st., 1864. Improvements in those previously built.
2. *Graded Schools.*—Their number and general character. Number of Districts in which Graded Schools might be profitably established.
3. *Teachers.*—Number holding certificates of each grade. Number employed in same school as during the previous year. Number who have no other employment, and are engaged in teaching during the year. Average age and experience.
4. *Pupils.*—General average of punctual attendance. General Deportment. Number who are not properly supplied with books.
5. *Patrons.*—General interest manifested. Number of visits to schools.
6. Your views upon the Township District system of school management, as presented in the last Annual Report from this Department, a copy of which has been recently sent to you.
7. Any suggestions you may see fit to make with reference to the wants of our schools will be thankfully received.

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N. B.—You will confer a favor by sending to this office copies of your circulars, notices, and also of your questions used in examinations. I trust also that Superintendents may exchange with each other, all papers connected with their work. This will tend to uniformity of work.

Very truly yours,
J. L. PICKARD,
Superintendent Public Instruction.

In response to the foregoing, the following have been received:

ADAMS COUNTY.

In this county several districts have become disorganized during the past year, owing to the fact that many of the inhabitants have removed to other localities; the few remaining families have been set off into adjacent districts.

Two school houses have been destroyed by fire, one of which was a log structure and the other a framed house. Upon the site occupied by the latter a new frame house has been erected, which, though defective in some respects, is much superior to the old one. This is the only house built since the last annual report was made. The inhabitants of several other districts in which new and more commodious school houses are needed are deterred from building at present by the high price of building materials. Wherever I have found a district in which it was proposed to build a new house, I have placed in the hands of the building committee a copy of Barnard's School Architecture, thinking it would give them material assistance in planning and furnishing their house.

Among the prominent defects in the internal arrangement of our school houses—to say nothing of the absence of maps and charts—are the insufficiency of black-board surface, and the improper construction and arrangement of seats and desks. In one school, numbering forty pupils, I found no black-board at all; in eight or ten others, numbering from twenty to thirty scholars each, the black-board surface ranges from nine to fourteen square feet, and these boards are frequently so located as to be entirely out of the reach of the smaller children. The fact is, our houses are so small and so "cluttered up" that there is not room for sufficient black-board. The seats and desks are generally too high, and in some cases subject the children to much physical discomfort.

We have no properly graded schools in the county. The propriety of establishing one at Friendship, our county seat, has been suggested by some of the influential citizens. Such a school is certainly needed at that place.

During the year I have examined seventy-two applicants for teachers' certificates, and have granted two second grade, forty-four third grade, and a few local certificates.

The attendance of pupils during the last winter's schools was poor, on account of the severity of the weather and the depth of snow; during the past summer the attendance has been quite good.

Patrons do not visit the schools as frequently as they should; in many cases the official visit made by the Superintendent has been the only one received by the school during an entire term.

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Here let me say that we *very much need* a supervision of our schools, more efficient than can be exercised by the County Superintendent. If the Township District System is adopted, this want will be supplied, and, though I think that new and thinly settled counties like Adams would not derive so great benefit from its adoption as would more densely populated sections, I am satified that, as a State, Wisconsin needs just such a system, and I hope that our Legislature, at its next session, will be brought to action upon this subject.

Taking the reports of the teachers for my data, I find that about 12 per cent. of the pupils attending our public schools are not properly supplied with books. This is an evil so obvious and of so great magnitude that I am encouraged to believe it will not long exist. I am gratified to say that improvement is being made in this respect.

The frequent change of teachers is another evil which can hardly be overlooked, and which it will require time and much effort to remedy. It occurs to me that, to secure permanence, *somebody* beside the teachers and their pupils must be educated. I think that good teachers are sometimes discharged or permitted to resign because their employers do not know that they are good teachers, or because they ignore the truth that the remuneration should be in proportion to the value of the services rendered.

The only permanent private school in this county is Brunson Institute, located at Point Bluff. It has been instrumental in preparing many for successful labor in our public schools, and it is to be hoped that it will continue to exert the same beneficial influence. The opportunities afforded to its pupils, though not equal in all respects to those presented by older institutions of similar character, are very creditable to a school of its age and amount of patronage. I am now holding a Teacher's Institute in connection with this school. It is attended by quite a number who design to teach during the approaching winter. Mr Fay, the former Superintendent of Adams county, is teaching in the northern part of the county and informs me that a number of teachers are there studying under his direction.

In conclusion I would say that our teachers manifest a commendable desire to improve in knowledge and skill; and that much praise is due to the parents and school officers in some localities for the energy and interest they manifest in all matters pertaining to the interests of our public schools

J. C. Yocum, *County Superintendent*

ASHLAND COUNTY.

(No Report.)

BROWN COUNTY.

During the year I have visited nearly all the schools in this county twice, and taken notes of my observations of teachers, their manner of conducting schools, attendance of scholars, character of school houses, and other matters pertaining to the interests of schools. One great obstacle to the efficiency and success of our public schools in the country districts is

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the frequent change of teachers. The short period for which they are generally employed, and the uncertainty of being retained induces many of the best and most competent to seek other and more steady employments. I have endeavored to remedy this evil by impressing our school officers with the importance of securing good teachers and permanently retaining them.

The school houses in this county, I am sorry to say, are not of the first order. We have some very good ones, others that would be comfortable only for the lack of room, and too many that are unfit to be called by that name

There is a lack of maps, charts, and globes in some districts, while others are partially, and some more fully supplied with these necessary appurtenances.

Late and irregular attendance of pupils are most grievous evils in our common schools, and tend more to thwart the best endeavors of teachers, than any other causes coming under my observation.

Primary instruction is, in some instances, too much neglected, the teacher as well as the pupil, in many instances, wishes to advance with too much haste, and before the scholar has attained a full understanding of the primary branches. The importance of visitation by school officers and patrons cannot be over estimated; such visits seem to endow both teacher and pupils with new life and vigor. This matter, I regret to say, is sadly neglected.

We have in the city of Green Bay three schools, in which are employed seven teachers, who have had experience in teaching, as follows: One 32 years, one 10 years, one 5 years, and the others ranging from one to three years respectively. There are only two schools in this county having two departments. One in Green Bay and one in Depere. They are ably conducted by competent and experienced teachers, and contrasting their condition for the last year with former years, there is a very decided improvement in the general attendance of pupils, school discipline and mode of instruction.

E. Hicks, County Superintendent.

BUFFALO COUNTY.

(No Report.)

CALUMET COUNMY.

(No Report.)

CLARK COUNTY.)

(No Report.)

CHIPPEWA COUNTY.

This county has made no improvements in building school houses during the year. The seats and desks in some have been improved, and others

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need improvement of the same kind. About half of our districts are provided with substantial, well constructed school houses. Two have none, and the remainder are yet using the buildings erected before the settlers were really prepared to build them. Ten of our schools have so small and scattered a population that but one term is kept during the year.

The school in Chippewa Falls is divided into three departments; the increasing number of scholars will soon require a fourth department.

The character of our schools has improved materially during the past year. We need a few more competent teachers. For the want of them, some schools have been under the care of inexperienced teachers, hardly qualified to properly discharge the duties of the position. Schools for the winter, so far as teachers have been employed, are supplied with those better qualified than at any time previous.

Examinations have generally been well attended, and teachers have rendered much assistance to increase the interest, and the standard of qualification has been advanced. Several of our teachers have made successful efforts for improvement by attending classes for reviewing, during vacation of their schools.

Parents do not feel that interest which the good of the school requires. The schools in a few districts are visited by parents, who render much encouragement and assistance to the teachers, but the majority think their duty is done when the teacher is hired, and appear to make no further effort. I find, as a general thing, that the wide awake, faithful teacher interests the parents, and if the parents feel an interest in the school the children are sure to be interested.

The future is encouraging; our schools are young, but have improved rapidly since their organization, teachers are becoming more numerous and better qualified. Parents are showing more interest in the welfare of schools, and I think all the auxilaries for the improvement of schools will be increased.

R. PALMER, *Supt. of Schools,*

COLUMBIA COUNTY.

1.—EXAMINATION OF TEACHERS.

I have endeavored during the past year to carry out both the letter and spirit of the law, in this department of my duty, as a school officer. For this purpose, examinations have been so conducted as not merely to test the present qualifications of teachers, but also to lead them onward to a fuller and more complete preparation for the important work which they have undertaken

The county has been divided into seven inspection districts. At least two general meetings (spring and fall) have been held in each district.—The number of meetings to be attended, the amount of labor connected therewith, and other circumstances, have seemed to render it necessary that each meeting should be limited to two days, and in some instances the public exercises have been compressed within the limits of a single day.

In a considerable number of instances where sickness or absence has seemed to render it necessary, applicants for license as teachers, have been allowed separate examinations. It is believed that the interests of our

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schools require that this class of cases should be reduced to the lowest possible limit.

II.—SCHOOL VISITATION.

1. After an examination of the school, (usually by witnessing its regular ordinary operation,) and addressing the scholars in a familiar manner, on some subject connected with their studies, I have endeavored in a full and free consultation with the teacher, to make such suggestions with regard to the modes of giving instruction, management of classes and government of the school, as the circumstances in each varying case might require.

2. It being a leading object in visiting the several districts, to awaken the district officers and patrons of schools, to united and *practical* efforts for the improvement of their schools, I have, where practicable, sought personal interviews on this subject. When a satisfactory interview could not readily be obtained, a letter like the following has been addressed to the district board:

Gentlemen—In the discharge of that part of my official duty, which requires me to act as an inspector of schools, I have again visited the school in your district. As far as it seemed necessary to do so, I have counseled the teacher in regard to the instruction and management of the school.

To you as the chosen representatives of the district, I wish now to offer a few suggestions, and I trust they will be received in the same spirit in which they are offered, a sincere desire to improve the school, and render it an educational institution, suited to develop the children into healthy, decent, upright and intelligent men and women.

Your attention is invited to the subject discussed at pages 66, 106 and 107 of the school code.

Your careful consideration of your duties as school visitors (see Sec. 54 of code) is also invited. The value of the encouragement afforded by your presence, both to pupil and teacher, can hardly be over-rated.

As school examiners, we observe, among other things—

1st. The order and general deportment of the scholars.

2d. Irregularity of attendance, or absenteeism of a portion of the scholars.

3d. Whether a uniform series of text books is used.

4th. Whether any of the scholars lack text books in branches which they ought to study.

5th. The temperature, ventilation and general comfort of the school room.

7th. The contiguity of the school house to the street or other disturbing influence.

7th. The inconvenient arrangement of seats and desks.

8th. The height, width and inclination of seats, compared to the wants of scholars.

9th. The great need of more good black-board surface.

10th. The lack of outline maps and suitable charts.

11th. The imperfectness of the out-door appendages, and its effect on the health, morals and decency of young persons.

III.—SCHOOL HOUSES.

Seven new school houses have recently been erected in this county.

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Others have been renovated, so as to better subserve the purpose of *school* houses.

Last year when the Code was sent me for distribution, I prepared an article on the subject of school houses, touching the following subjects:—1. Location. 2. Size. 3 Height. 4. Underpinning 5. Windows. 6. Ventilation. 7. Space for Class Exercises. 8. Black-board. 9. Teacher's Table. 10 Seats. 11. Desks. 12. Other Furniture. 13. Apparatus. 14. The School House a Dwelling.

This was printed on a leaf of a size to correspond with the Code, and inserted at pages 106 and 107.

This article is of a *strictly practical* kind. Sizes. heights, and inclinations of seats, desks, &c., are given in figures; dimensions and location of black-boards, and the arrangement of the room so as to make them accessible and useful; the removal of the awkward pulpits (*mis-named teacher's desks*) found in most of our school-rooms, and the useless platforms on which they stand, and the substitution of a usable, movable table, on a level floor; these subjects receive prominent attention.

I have made special visits to such districts as have contemplated erecting new houses for the purpose of consulting with building committees, and laying before them such improvements as have come under my observation.

IV.—ATTENDANCE AND PROGRESS OF PUPILS.

The attendance of pupils has been more regular during the past year than heretofore, and the progress of the schools generally has been very encouraging. Teachers have generally been very ready to adopt improved modes of teaching.

A serious drawback to our progress is, that our best teachers are soon drawn to other avocations, and we lose their services in the educational field.

V.—GRADED SCHOOLS

Have been established in Columbus, Lodi, Kilbourn City, Fall River, Wyocena, Pardeeville, Cambria and Poynette. In Otsego, although the number of scholars is less than in either of the other places named, a similar arrangement will probably soon be made. In Lodi a consolidation of districts has been accomplished during the present year for this purpose.

These schools are all under the care of district boards organized in the ordinary manner. Several of them are supplied with sets of Maps and Charts, and some of them with a few articles of apparatus.

The teachers are comparatively efficient and skillful. Although we seriously feel the need of the influence of a good Normal School, I think that our village schools do not usually feel that need so much as those in the country; the best teachers being selected for the villages.*

D. W. ROSENKRANS, *County Superintendent.*

CRAWFORD COUNTY.

(NO REPORT.)

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* NOTE.—Superintendent Rosenkrans entirely dissents from the generally expressed views of other Superintendents in favor of the Township system. The length of his article on the subject prevents its publication in this report, but it will, if possible, be published in the Journal of Education.

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DANE COUNTY—(First District.)

In this half of Dane County there are one hundred and nineteen school houses. Two have been built during the year. Some of these are very fine structures, while others are miserable specimens, destitute of either taste, convenience or comfort. Many large and costly houses are so badly arranged and seated, as to be almost entirely unfit for school purposes. It is surprising that in most instances the school-room is constructed apparently with no intelligent idea of the purpose which it is to serve. Seats and desks out of all proportion to the size of children who are to occupy them; arrangement such as to afford no facilities for maneuvering classes; black board so small or so situated that it is useless for general, or even class exercise; and no means for ventilation or equalizing temperature. Indeed the experience of the past year has led me to conclude that little or no regard is generally paid to the important fact that the school-room with its surroundings is a most powerful educating agency. It is generally admitted that the proper temperature of a room, in winter, for health and comfort, is about 65 degrees. Yet in some of the school-rooms visited last winter, the temperature was as high as 90 degrees. Nor was the teacher altogether to blame for this; for perhaps, even then, in some parts of the house it was no more than comfortably warm. Seventy-five school houses are without outbuildings. And in two instances, school houses situated in the centre of large villages are without these necessary appendages! Comment upon this state of things is unnecessary.

I visited every school house, in which a school was taught, during the summer, except one, a shanty, built this summer, and the existence of which I did not know at the time the school was in progress. In a few instances the schools were not in session, owing to some local causes, at the time of visitation. Such schools I of course failed to see. One hundred and nine schools have been in session during the summer. In the village of Stoughton they have a large graded school. Efforts are also being made in the villages of Sun Prairie and Marshall, to erect suitable buildings for schools with departments. Most of those engaged in teaching during the summer had had previous experience, and a goodly number were teaching the same school that they had previously taught. As a general thing the interest and efficiency of teachers in their work seem to be increasing. Indeed, if parents and patrons manifested as much interest as teachers do in the work of education, the successful and almost perfect operation of our common school system would be placed beyond doubt or criticism. Of the one hundred and nine schools in session the past summer only thirty-four were visited by the district board; nineteen were visited only once; and only two were visited more than twice. One of the greatest obstacles to the success of our schools is the fact that parents generally know little about the school except from the representations of their children. In fact very few people really know what a successful school is. If parents would frequently visit the school, and thus realize with what the teacher has to contend, they would learn to sympathize with him, and be led to encourage him in his patient toil for the good of their children. Scholars would also be encouraged to faithfulness. The little petty jealousies and difficulties among scholars, would never swell to such

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gigantic proportions as they often do, resulting in the dismissal of the teacher and the general demoralization of the school.

At the public examination last spring 154 applicants presented themselves. Of this number 108 were granted third grade certificates. No higher grade certificates were granted. A few private examinations were given.

A. B. PRENTICE, *County Superintendent.*

DANE COUNTY—(SECOND DISTRICT.)

During the year 1864 I have examined 209 candidates, granting certificates as follows:

1st Grade,	2
2d "	6
3d "	89
Limited,	45

Twenty-nine of these certificates were limited, because they were granted upon *private examination* subsequent to the public examinations, and not because the holders of them were deficient in qualifications. The teachers are steadily improving in Orthography, Reading and Mental Arithmetic. These branches are not only better understood, but also much better taught than formerly. In many places there is considerable improvement in Geography, but the great deficiency of "teachers' helps," retards progress in this direction.

When our teachers are furnished with necessary tools to work with; when our reported *black.boards* shall have grown to proper size, and shall have come down within the reach of pupils; when our school rooms shall contain maps and globes—in that "good time coming" which Superintendents and Teachers are working for, doubtless the advancement in this branch will be as rapid and noticeable as in the others. Attention is paid to map-drawing in many of our schools. The least improvement noticed is in Written Arithmetic, owing doubtless to the fact that the class of both teachers and scholars who made this branch a specialty are not now in the schools.

Owing to the severity of the winter only eighty-five schools were visited. These, with a few marked exceptions, were in a prosperous condition.

The Summer schools were found better attended than before, still our observation and our reports show a wonderful degree of carelessness or blindness in this respect. Parents are not properly aiding their children to form habits of promptness and devotion to business, when for light causes they permit them to be absent from their places in the school-room. Irregular attendance is the great bane of our schools. Next to this, is the multiplicity of classes; due to neglect on the part of School Boards to decide what series of books shall be used in school.

I am happy to state, that the number of school visitors, and school visits, as shown by the registers, has largely increased during the past year.

Several School Districts determined at the annual meeting of 1863 to erect new and fine school buildings. Owing to the scarcity of labor, few, if any, of these were completed during the year. Considerable has been done in the line of refurnishing and repairing.

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On the whole, though our progress is slow, I am sure we are progressing. We have fewer utterly worthless schools and none whose moral influence is decidedly bad; while the *many* are doing fai rwork, and *some* are worthy of high commendation.

S. L. HOOKER,
Co. Superintendent.

DODGE COUNTY.

(FIRST DISTRICT—NO REPORT.)

DODGE COUNTY.—(SECOND DISTRICT.)

I embrace in this report a period of ten months, commencing on the 1st of last January, the time when I entered upon the duties of my office. During these ten months, I have traveled, in the discharge of officia business within my district, 1,268 miles.

Number of Visits to Schools during Winter Term	42
" " " " Summer Term	79
Making in all	121

besides visiting some twelve districts in which there were no Summer School or in which they had closed.

At the Spring Examinations there were	184
For Private Examination	8
Whole Number	192
Certificates Granted—1st Grade	3
" " 2d Grade	10
" " 3d Grade	117
Limited Certificates	16
Whole Number	146
Number who failed	46
The average age of the Candidates	19½ y'rs
Number of Males	16
Number of Females	176

Fall Examinations

Candidates—Males	38
" Females	89
Private Examinations—Males	2
Females	2
Whole Number	126
Certificates granted—1st Grade	1
2d "	5
3d "	83
Limited Certificates	5
Total	94
Number who failed	32
Average age of those receiving Certificates	21 1-5 y'rs

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Whole Number Examined—Males	56
Females	262
Total	318
Number of Certificates granted	240
Number who failed	78

Sixteen of those who received third grade certificates at the Spring Examinations came into the Fall Examinations and are thus reckoned twice in the above statement. The disposition which brings our teachers out to every examination, even though it is not demanded to qualify them to teach, I consider commendable. The figures which I have given will show that the great majority of our teachers in winter, as well as in summer, are ladies. The war calling off large numbers of our male teachers, has effected a great change in this respect. Four years ago very few of our winter schools were taught by females, On the whole, I do not regret the change. I cannot but hope that the effect will be beneficial to the interests of our schools. It tends to break up the changeable, the regular turn about policy hitherto pursued; a male teacher for the winter term, and then a female for the summer, and thus, almost inevitably, a new teacher for every term. A large majority of our districts must now, from necessity, employ female teachers for both terms—and the way is fairly open for them to employ the same one by the year. When our ladies are qualified for this it will be a great improvement upon the old system. And I am cheered in my work by the evidences I find that they are qualifying themselves to enter this wide and effectual door of usefulness which the war has opened before them. My acquaintance with them at my examinations and in the school room has elevated them as a class very much in my esteem as educators of our youth. We have a large number, and it is increasing quite rapidly, who make teaching a profession, and who are qualified to take charge of schools during the winter term. The great law of demand and supply is working admirably. The only counteracting influence is the disposition in our District Boards, which is too prevalent, to keep down the wages, especially of females, to the lowest point, and make them "board around" at that. Our young ladies who "are apt to teach," ought to be encouraged; yea, stimulated to the highest standard of qualifications for the responsible, noble work to which many of them must now devote themselves as a regular profession.

GRADED SCHOOLS.

There are, not including the city of Beaver Dam, six schools with two or more departments, but in a majority of these the system of gradation is quite imperfect. There are at least three districts in which graded schools might be introduced with great profit. But, as this would, at the commencement demand an extra outlay for the necessary rooms, a large number of children of all ages and attainments are herded together in one room, and in one case under two teachers who are compelled to conduct recitations in different parts of the same room, producing a most vivid impression of what the poet meant by

"Confusion worse confounded."

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SCHOOL HOUSES.

Much less than the average amount has been expended during the year in building and repairing school houses. Two have been built. One in a new district, and where logs were plenty; of course it must be of logs. The other a very neat house, with a wood-shed and other improvements. The old one was burnt last winter. If such is the result of fires a friend of education cannot but pray that there may soon be a general conflagration of all the old, uncomfortable, dirty, rotten, pioneer school houses, a large number of which are still found in this district.

A large catalogue of evils, which our schools are heir to, might be reported. But these are gradually being removed. There is, on the whole, slow but steady progress. The fountain of influence, in regard to our common school system is with the parents and patrons; as is the district, so almost uniformly is the district board, the school house, the teacher, the school.

H. M. PARMALEE, *County Superintendent.*

DOOR COUNTY.

(NO REPORT.)

DOUGLAS COUNTY.

This county has now been under organization just ten years; the most remote from the geographical and political centre of the State, unconnected by any roads or other means of communication within the limits of our territory, nor the recipient of any State munificence, except through the common school system, it has grown and advanced in social and commercial importance quite equal to other rural and frontier counties.

In 1850, what is now organized as Ashland, Douglas and La Pointe counties, was returned in the census at 489 of population; in 1860 the returns gave Ashland 513, La Pointe 358, and Douglas 828.

During the last four years the population of this county has increased about ten per cent., and may now be set down at nine hundred, Much of this increase is due to the employees on the copper mining works; these localities being as yet from four to ten or twenty miles from each other, and too few at each for a school, the children of the employees, to obtain instruction, have to avail themselves of the town schools. As they are all within the district organizations of the county, the above facilities for education are legitimately enjoyed, though at no inconsiderable expense to the parents and guardians. Early steps, however, should be taken to disseminate the school system among the mines, to secure in the outset the benefits of the State's bounty among the children in the mining districts.

In view of the above populations of Ashland, La Pointe and Douglas counties; allowing to the two former as great increase since 1860 as to the latter—which is not too little—the following statements reported for record, viz, Ashland [pop 1863, 560], children 272, La Pointe [pop. 394], children 133, and Douglas [pop. 900], children 103, give rise to the inquiry, of to what is the marked discrepancy due? In one of the counties

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(two hundred and seventy-two-five hundred sixtieths) nearly fifty per cent. of the population are returned as children between four and twenty years of age; in another (one hundred and thirty-three-three hundred and ninety-fourths) or thirty-three and a third per cent. as children, while the last (one hundred and three-nine hundreths) returns but *eleven* per cent. of pupil age It may not be denied that the above are correct returns, but it may at the same time be believed that the parents of the children—in excess—are maintaining their tribal relations, and the children are under teachers employed and paid by the United States Indian Department.

The school houses of Douglas county are quite inadequate to the de mand. The first District in Superior had ample grounds bestowed upon it by the early proprietors. Two houses were erected in 1855 and 6, one of which, too remote from a sufficient number of children, has been in disuse for two or three years; the other has been enlarged, the grounds fenced and rendered pleasant and inviting, and conveniently seats fifty-two advanced and thirty primary pupils. The second District has a pleasantly located house, well finished and painted, having seats for thirty pupils.

The schools have not been graded under the prescribed system. The time has come, however, when the system should be entered upon.

There are one male and five female teachers in this county who have attended the public examinations and received certificates to teach third grade schools. The first, and four of the latter, have successfully taught school elsewhere and here. We have the teachers for all three grades, fully qualified.

The tabulated report accompanying this, palpably shows a great want of interest in the schools. Out of one hundred and seventy-eight children between four and twenty years of age, but one hundred and forty-five names appear on the rolls of the teachers In the First District, containing one hundred and thirty-six children, two hundred and thirty-six days of school were kept, and only 9,913 days of attendance; allowing a truancy of ten per cent., the attendance would have been over 28,000; but here we have an attendance of thirty-five per cent., or a fraction over one child in three at school The Second District presents a better report. One hundred and seventy-nine days of school were kept for forty-two children, which ought to give an attendance of 6,700 after a deduction of ten per cent. absentees; but the actual attendance was 3,462 only; or but little over one-half the amount due. Are the parents and guardians importuned on this subject? They with too much truth reprehend the authorities for not providing the necessary school room. The first District house seats eighty-two pupils, and yet 236 days of school should give even 19,000 attendance, nearly double the actual amount; and the second District house has seats for thirty pupils, and 179 days of school were open, giving facility for over five thousand days attendance, against 3,462 days enjoyed.

The truth is, the juvenile population has swelled upon our hands, before we realized it; the facilities for obtaining books are not the best, and the adult population have not awakened to the responsibility imposed upon them. It is, however, hoped that at the coming annual meetings the subject will receive due attention

The State authorities have adopted a system for common schools which

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only wants, at least in this locality, a more active administrative policy. If laudable pride to foster and carry out the policy or system manifestly does not exist, some power of supervision, mild and enticing in its exertion, should be, if not already, inaugurated and brought to bear to render the system effective. The State, possessing a mineral interest, second only to Michigan, in her Lake Superior counties, will take pride in seconding these frontier counties in developing their resources, and it is not to be doubted that material aid and encouragement will be extended towards the Lake and Bay shore towns, Ashland, La Pointe, Bayfield and Superior, should they at once enter upon a vigorous plan to improve their common schools and establish first grade departments. These towns, enjoying preeminently a healthful, invigorating climate, have much to gain by erecting attractive school houses of ample dimensions, surrounded by well appointed pleasure grounds, shaded by the rich evergreens of the primeval forests, watered by the mountain rills or laved by the pure waves of the lake. Schools thus provided will command the services of the best of teachers, become the pride of the State, an honor to the towns possessing them, and entice parents and pupils from the sultry regions to come and at once experience the benefits of climate and acquire education, restore health and enjoy pleasure.

In conclusion, it is respectfully submitted that the State Superintendent endeavor to visit these frontier counties at his earliest convenience, and stimulate the people to improve, if not to excel, in educational enterprise.

THOS. CLARK, *County Superintendent.*

DUNN COUNTY.

(NO REPORT.)

EAU CLAIRE COUNTY.

Not having had the charge of the schools the past year, I cannot speak with that definiteness respecting their condition that I otherwise might. There are some things which I deem it of importance to communicate

1st. There is a decided lack of qualified teachers in this section of the State, and I am obliged to license those who are not qualified Probably some advance has been made in the condition of the schools in general. A very decided advance has been made in the erection of a house for a graded school, upon the east side of the river; one which does honor to the place and those more particularly engaged in the enterprise. It is calculated, when completed, for five or six departments. The school has recently opened with flattering prospects. The accommodations in that part of the town, or rather that town, have previously been very insufficient.

Upon the west side, where I am teaching, the school has its usual interest, and is making commendable progress.

There is a very commendable zeal and liberality, for so new a country, in this county. Only 7 years since, a school was first established in this valley of the Chippewa, and that in the rudest kind of a building. It is a decidedly loyal county, and has done nobly in filling its quota for the army.

A. KIDDER, County Superintendent.

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FOND DU LAC COUNTY.

The architecture of a part of the school buildings of this county will compare favorably with that of similar sections of the State, but it is far below what it ought to be. Much labor has been expended in lectures and special visitations in needy localities, to secure new buildings and required changes in the internal arrangement of old ones, and with some success.

Twelve new school buildings have been erected in this county during the past year. In most of these a decided advance has been made in architectural design. A few have been constructed with little reference to taste, comfort and convenience; while one has been added to the twenty-one log buildings previously existing.

Much remains to be done in the erection of new buildings, and in remodeling old ones, by cutting down seats, removing clumsy desks, high platforms and pulpits, and in the introduction of a generous amount of black wall, clocks, maps, charts, recitation and other seats, all arranged for effective service.

Extensive plans and specifications for the construction of school rooms (including size and preparation of seats, black-boards, desks, aisles, &c.) arranged with special reference to the comfort of the children and the convenience of the teacher, have been prepared at much cost of labor by the Superintendent and are kept for the use of the schools of the county.

This county has only two graded schools. Four schools have a Grammar and Primary Department. Four localities exist where Graded Schools might be profitably established. But the tendency, owing to lack of appreciation, or knowledge of the advantages to be derived from consolidation, is in the direction of division instead of centralization.

In matters of this kind even a large majority may be in the wrong.

As no records of any kind came into my hands at the commencement of the calendar year, I cannot give the exact number of certificates now existing. One hundred and ninety seven teachers have been approbated by me—3 receiving First Grade, 13 Second Grade, and 181 Third Grade Certificates—79 have been rejected.

With few exceptions the schools in this county change teachers each successive term, and the schools plainly show the evil results of this custom

The teachers, as a class, have been laborious and faithful. They have commanded my respect and confidence, while they, laboring in the midst of discouragements, have often enlisted my deepest sympathies. Their attainments have not reached a standard which ought to be reached; but they have *tried* to do their work faithfully and well. We have some superior teachers, but by far the greater number are sadly deficient in the *best modes of teaching*, and lack thoroughness in conducting school exercises, *especially recitation*. A good Normal School, expressly designed for the training of teachers, is greatly needed in this county.

In the districts where the largest percentage of the children attend school, the attendance is most regular and most punctual. In one township nearly 95 per cent. of the children attend the Public Schools. In another less than 5 per cent. of the children are in the Public Schools. A part of the localities of foreign population, especially German, very un-

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wisely as it seems to me, withhold their children from *English* schools, and send them to *German* schools. In one day I visited three schools, containing 11, 4 and 3 pupils respectively and yet these districts draw public money on 498 scholars. The children were in German schools. Their love for their vernacular is commendable, and yet it is plain that the German schools thus patronized are a great detriment to the Public Schools. They ought to retain their language, since a man who can speak two languages is worth two men; but the interests of the State demand a law requiring the presence of *all* children under a certain age in the Public School, until they shall have mastered thu rudiments of an English education.

Few persons, either officers or parents, visit the schools. Many teachers get discouraged because they are never cheered by the faces of those for whose children they labor, in the School room.

Only nine schools are reported as having been visited by District Boards, and only then by all the members of the Board, except when with the County Superintendent.

Meetings of School District Boards were called for conference, on the second day of the last examination, in each inspection district. Thirteen persons appeared, representing ten School Districts. But I hope the real interest in Education is more general and deep than this would suggest. I think it is.

Up to Aug. 31st, two hundred and ninety-eight visits had been made by me to one hundred and sixty-three schools, and thirty six evening addresses had been given in various parts of the county on topics of vital importance to the elevation of the schools and the more thorough education of the children.

I. N. Cundall, *County Superintendent.*

GRANT COUNTY.

A few days since I forwarded you my Annual Report. The Report is imperfect in many respects, and does the county injustice, especially in representing so many school houses as being without black-boards. I have spent many days labor upon it; but, owing to errors in the Town Clerks' reports (not one of which came to me free from inaccuracies—most of them with several columns left blank) I am unable to give you a correct statement of the facts.

I entered upon the duties of this office the first day of January, 1864, and at once began the visitation of schools. I visited upwards of fifty schools before commencing the spring examinations. At the close of these, upon the Governor's call for "100 days' men," I, for the second time, entered the service of my country, leaving the correspondence and all necessary business of the office in the hands of Mr. John J. Copp, of Lancaster Institute, to whom I would thus publicly express my thanks for his faithful services. I returned from the army just in time to meet my appoinments for fall examinations, hence this past summer the schools were not visited.

School Houses.—In the village of Boscobel there has been built a fine frame house this summer, and, perhaps, a half dozen others of less value throughout the county. Quite an advance has been made in the matter

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of repairing other houses—painting, putting up black-boards, etc., and in building out-houses. The houses are yet far from what they should be—many of them being supplied with seats without backs, and in many the seats are too high from the floor to permit the younger pupils to rest their feet; and not a few have seats of such a length that from four to eight pupils sit on a seat, thus causing great confusion when classes arise to recite, and when they return again from recitation.

Graded Schools.—At Platteville there are two graded schools in evidently prosperous condition. At Hazel Green there is a graded school. There are three departments in each of the three named, and in those at Platteville there is an assistant in the Principal's department. The school at Lancaster cannot yet be called a graded school: there are in it but two departments, with an assistant in the Principal's room. The number of pupils attending the school is too great to effect a grading without three or four departments. At Boscobel the school was tolerably well graded last winter, and was rapidly becoming one of the first schools of the western part of the State. Now it is under, I think, a no less efficient corps of teachers; but, I fear, their usefulness is greatly crippled and the success of the school impeded by the action of the board in creating each of the three departments a separate school. I trust, with their two excellent buildings which reflect so much credit upon their enterprising village, they may see it to be for the best to give the principalship of the whole into the hands of one teacher, thereby establishing a thorough graded school. At Cassville, Beetown, Potosi, Georgetown, Muscoda and one or two other villages, there are schools with two departments; and, I trust, the day is not far distant when they may grow into well-regulated graded schools. I think each of these villages capable of supporting such schools nine months of the year. And in each the leading citizens are alive to the importance of improving their schools.

Teachers.—The whole number of persons examined at my spring examinations was 228, of which number 135 received certificates,—2 received certificates of the 1st grade, and 133 of the 3d grade; 93 failed to receive certificates of the *third* grade, of which number I granted to 32 *limited* certificates—the standing of the candidates seeming to justify me in so doing, and the granting of such certificates being asked for by district boards where they taught. The average age of teachers holding certificates is 20 years, and their average experience 16 months; the average age of the 32 holding *limited* certificates is 17 3-4 years, and their average experience is 6 months. The great majority of male teachers in this county are now in the army of the Union—the schools are largely in the hands of young ladies, and thus a new and younger class of teachers is brought into the schools. Hence the small average of both age and experience. The number employed in the same school as during the previous year is 46. There is too great a disposition to change teachers every year, or every term—though this evil is diminishing. I have labored to convince the people that an inferior teacher even can accomplish more, if continued term after term in the same school, than can be accomplished by a succession of quite superior teachers each term. Much that is learned under one will be condemned by the next and must be unlearned It is well to retain a good teacher when once secured. A large number have been engaged in teach-

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ing during the whole year, and there is quite a number who have no other employment. But I fear the number of professional teachers cannot be large as long as no greater inducement is held out to young women and young men to make teaching a profession, though there is evidence in many parts of our county of proper appreciation of the teacher's services, in increased wages. There is every reason to be satisfied with the spirit of the teachers of this county; they show a determination not to rest content with present attainments. Many who attended the spring examinations, attended this fall also; and I may here remark, although the fall examination does not come within the bounds of this report, that they showed evident improvement in scholarship; quite a number who failed in the spring, having received *third* grade certificates this fall, and the fall examination was on more difficult questions. I have had printed upon my certificates, "Success in Teaching," intending to mark such standing upon my visits to schools.

Pupils.—The general average of punctual attendance is not as high as it should be; in fact a want of punctuality I regard as the greatest evil of our schools. I am able, however, to report it an evil rapidly on the decrease. In all schools where a system of reporting to parents the punctuality, deportment, and standing in classes of pupils, at the end of each fortnight or month, has been observed, the average in all these cases has been much improved. Where the attention of parents is called to these matters, they will generally cooperate with teachers to secure the best results. There is great improvement in the general deportment of pupils. On each subsequent visit to the several schools I notice less whispering and inattention to study. During my visits last winter I made careful inquiry as to how many pupils were not properly supplied with books, slates and pencils. I found but few, comparatively, without the requisite books, but in most of the schools none but the more advanced pupils—those studying arithmetic— were supplied with slates and pencils. This I regard as a great evil. I would have all the younger pupils furnished with slates and pencils, with and upon which to print their lessons and draw pictures—making this a regular exercise. For the same reasons I would have the blackboards made low and extend along the whole *North* side of the school room.

Patrons.—I can report a growing interest on the part of parents, as shown by an increased number of visits to the schools. This is especially true of the villages throughout the county. This interest is shown, too, by an effort to secure the services of the best teachers.

6. In regard to the Township District System of school management, I would simply say that I concur in the views of the late State Superintendent of Public Instruction, as presented in his last Annual Report. In my native State I have seen the practical working of the system and can bear testimony to its success. By its adoption, I think, the number of graded schools in this county might be very greatly multiplied—giving each town one thorough, graded school, at least, nine months of the year.

In a large county like Grant, and perhaps in every county, there is needed an officer in each town whose duty it shall be to visit each school in the town once a month and report to the County Superintendent. This county contains 29 towns, three of them six by twelve miles. This is too

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large a tract of country for any one man to visit often enough to be thoroughly conversant with the working of each school, there being over two hundred schools in the county.

There are in this county many children who have not entered the school room during the year. It is my opinion that the Prussian idea, that the child is the property of the State, and that it is not only the *right*, but also the *duty* of the State to educate her children, is the correct one; and I have no doubt of the propriety of a State law compelling parents to send each child, between certain years of age, to school a certain number of days each year. Every dollar expended by the State in *educating* the young, may save a large per centage of the fund expended in *reforming* the more advanced in years. Education and crime are not compatible with each other. And certainly, as a step toward this end, it seems to me well that the State apportionment of the school fund should be upon the per centage of actual attendance at school, rather than upon the number of children in the district and town.

And further permit me to suggest that the disposition of some districts to hire the *cheapest* teacher for the very *shortest* legal term, to secure the State fund, might be remedied and the best interests of the school system enhanced if all school taxes were levied by towns, or counties, or, better still, by the State.

I have not had any questions printed for either of my examinations. I have written them upon the board for teachers to answer from. This prevents any possibility of previous knowledge of what my questions are, and enables me to change them, if I find a *candidate* present who has been a *spectator* somewhere else.

D. Gray Purman, *County Superintendent.*

GREEN COUNTY.

In making a brief report of the condition of the schools in this county, I very much regret that I cannot report more definitely on the several subjects enumerated in the circular of August last, to county superintendents. Owing to illness a part of the year, and the great number of schools to be visited, (one hundred and twenty-five) I had but little time for gathering statistics. I shall furnish the teachers in future, with blanks for monthly reports. which will assist me very much.

Notwithstanding the heavy drain upon the country of men and money, our county has steadily increased the amount raised for building school houses for the last three years. In 1862 there was raised the sum of $1,024, in 1863, $2,515, and in 1864, $4,564. There have been built during the past year, five or six school houses, that are a decided improvement on the old ones, in construction and arrangement.

Of graded schools, we have four of three departments, and two of two departments each, all in a prosperous condition. There are two or three localities, where, with a little alteration of district lines, graded schools might, with profit, be established.

The number of teachers holding certificates of each grade, is as follows: First Grade, 4; Second, 3; Third, 190. Average age, 22 years. Of the number applying for certificates during the year, sixty have failed. Of the

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number licensed, all but 35 have had previous experience. A small proportion of our teachers are employed in the same school as during the previous year. I think people are altogether too fond of change. The number of professional teachers in the county, is increasing. In regard to punctual attendance and deportment, we have little cause of complaint, and very little for lack of books.

As to the interest of the patrons, in our schools, I think there is little lack of that. But unhappily it is not manifested in the right direction. It is too common for people to manifest great solicitude about the manner their school is managed, and make inquiries of the pupils and others, without ever visiting the school themselves. In fact I find that in many cases the District Board has not visited the school for a whole term.

I have visited about one hundred of our schools twice and the remaining twenty-five once, during the year.

The Township System of school management, as presented in the last Annual Report of the State Superintendent, appears to me to be democratic in spirit, and calculated to produce the greatest good to the greatest number.

I have endeavored to be pretty thorough in the oral examination, and in the use of the blackboard. I have sent out a few circulars which are not now at hand.

We have an Institute or Teacher's meeting appointed at the village of Brodhead, on the 28th and 29th of December next. We should be happy to have the assistance of the State Superintendent. If he cannot come, perhaps he can send us some help, which we very much need.

W. C. Green, *County Superintendent.*

GREEN LAKE COUNTY.

There has not much been done in repairing and building school houses since my last year's report. Some of our villages, prior to said report, had put up commodious and elegant buildings, presenting all the attractions and comforts desired by both teacher and pupil. War and hard times have in a measure, checked progress in erecting such buildings as the wants of the scholar and the interests of society demand.

There have been four graded schools, of two departments each, in operation during both the winter and summer term.

The result of my examinations during the past year is as follows :

SPRING EXAMINATIONS.

		Grades.			
		I.	II.	III.	
No. of Applicants:	Ladies 77; passed	0	0	59	59
" "	Gentlemen 9; passed	1	2	4	7
Private "	Ladies 7; passed	0	0	7	7
Total					73

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FALL EXAMINATIONS.

	Grade.			
	I.	II.	III.	
No. of Applicants: Ladies 19; passed	1	0	15	16
" " Gentlemen 12; passed	0	0	10	10
Total				26
No. of District Certificates given during the year				4

Of the number who received Certificates, 64 have been employed in the county prior to the examinations referred to above, of whom 40 at least, will be employed in the county the coming winter.

The general average of punctual attendance of pupils upon school, is not as large as last year, it being about ten per cent. less. This is caused by pupils having to stay away from school to fill the places made vacant by the absence from home of fathers and brothers who have entered the army. Though there are many unfavorable circumstances, our schools are steadily prospering. While some of our teachers are making every sacrifice for the good of the cause in which their profession leads them; there are others, who spend no time beyond what the law requires, they attend no Institutes, visit no schools, take no Journals of Education, and some will even commence their schools without taking the trouble to first obtain a certificate.

The snow-blocked roads, and the stinging cold of last winter, prevented me from visiting more than about three-fourths of all the schools in the county. The dusty roads and heat of summer have also been obstacles in the way of visiting schools, and seven received no call from me.

I shall hold my Institute at the village of Dartford, commencing on Monday, October 31st We hope to have an interesting time, and shall, if all will attend that have promised to be present.

N. C. Hoit, *County Superintendent.*

IOWA COUNTY.

(NO REPORT,)

JACKSON COUNTY.

(NO REPORT.)

JEFFERSON COUNTY.

In submitting my Supplementary Report, I have to regret my inability to give all the information desired, as time spent in Dixie does not aid materially in collecting school statistics at home.

Three school houses have been erected in this county during the past year—all brick—comfortable buildings, and in some instances well planned. I have rendered what assistance I could in their arrangement, in order to have them comfortable and convenient, and in accordance with better styles of school architecture.

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There is a great lack of information on this subject that needs the prompt attention of educational men. Within the next ten years more than half of our school houses must be rebuilt.

The ideas of the people on this subject are mostly formed from the rude, ill-planned structures of their school-day experience, but poorly calculated to meet the wants of the present age. A series of plans adapted to the wants of our district schools, laid before the public by means of some cheap publication, or through the columns of the Journal, with a thorough discussion of the principal points of school architecture, would be of great value. A blunder in the construction of a house now must be endured for years, to the disadvantage and annoyance of all parties concerned.

Graded Schools.—We have in this county four schools that have the *form* of gradation, and more or less of the essentials, viz:

Fort Atkinson, four departments.
Lake Mills, three departments.
Palmyra, three departments.
Jefferson, two departments.

They lack, however, in a greater or less degree, that definite order of studies and classification, on which the success of the graded schools in a great measure depends. I think they are improving in this respect, and it needs but time to produce the desired results. Palmyra and Fort Atkinson have fine buildings, well adapted to their necessities, reflecting great credit upon the places, and speaking well for the educational spirit of the citizens.

The other two places are sadly in want of appropriate buildings. They feel the need of them, and, had it not been for the interference of the war, one of them, at least, would have been erected ere this. Hebron, Cold Spring and Rome maintain two departments a portion of the time. Each of these places could support a good Graded school much to their advantage.

Teachers.—During the past year, I have examined 309 applicants for certificates. Of this number 6 received second grade, 158 received third grade, 46 received limited certificates, and 99 failed. Of the limited certificates, 27 were given on account of private examinations and various causes other than low standing. The average age of the 80 licensed this Fall is 20 1-2 years. The average experience as teacher is 4 1-2 terms, 12 had never taught, and 13 but one term.

Although the standing of our teachers is lamentably low in the studies required by law, yet the great failure of our teachers is not so much on account of ignorance of the subjects taught, as in knowing *how* to teach them; or, in other words, normal education is needed. I am trying to obviate this as far as possible by means of Teachers' Meetings, but, of course, can accomplish but very little. Where is that State Normal School?

The general deportment of our pupils is a matter of grave importance. In many localities the good behavior of the children is commendable, while in others a feeling of lawlessness prevails, that shows that Young America is sadly in need of wholesome restraint. It is a subject too much neglected by teachers, and seemingly almost ignored by parents. The education of the street more than neutralizes that of the school-room, even when that

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is what it should be. It is worthy of note, that where our best schools and teachers are, there is the most healthy moral tone of the youth.

Our schools this winter are taught mostly by females, there being about 20 male teachers in the county. Ten years ago it was considered almost an impossibility for a female to teach a winter school. Necessity has compelled a change that custom was slow to admit, and since it has been discovered that brains and not muscle govern people, females have succeeded well in our winter schools.

I accept it as a fact that hereafter female teachers will conduct our district schools. Nor do I regret the change, if it will (as I think) have the effect to do away with the habit of changing teachers for each term. This evil was the natural result of the old plan of employing different sexes for the different seasons. Let our school terms be so arranged as to give our female teachers nearly constant employment. Give them inducements to fit themselves especially for the profession, and we shall not lament the change, especially if the township system be adopted. From this course, we may expect to gain some of the benefits of uniformity and classification in our schools. The people are slow to give up old habits and systems, but many see the benefits of the new plan, and we may yet hope for its adoption.

J. K. Purdy, *County Superintendent.*

JUNEAU COUNTY.

I submit the following brief report, covering, I trust, the points upon which you solicit information:

Schools.—The whole number of schools in operation during the winter of 1863–4 was sixty-nine, of which number sixty-two were visited by the undersigned, with a view to ascertain the condition and wants of each school, advise with teachers, encourage pupils, and if possible, arouse parents and school officers from their apparent indifference, to a lively interest in the numerous and important duties devolving upon them, and to gather matter for timely comment.

Five schools closed before the expiration of the terms: three on account of sickness, one on account of petty grievances between teacher and patrons, and one by the mutual agreement of both parties. The state of the roads prevented my visiting the remaining two.

During the past summer seventy schools have been in operation, nearly all of which were visited.

There have been 24 male and 123 female teachers engaged in our schools the past year, and with few exceptions I have found them earnest in their labors, and well qualified for the duties of their vocation. I have observed with much satisfaction the *tact* with which many of our teachers excite the interest and arouse the attention of their pupils. Yet some have interrogated me in the following language, "What shall I do to interest my char e?" And here let me say that no general rule can be given: even a multiplicity of rules would fail to reach every case: the minds of children differ, and what will interest *one* may utterly fail to awaken the least degree of interest in *another*, or what will interest the pupil under certain circumstances may prove futile under different circumstances, or the same

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means when employed by one teacher may excite the liveliest interest in the pupil, and fail to attract even the slightest attention when employed by another. Yet there are various ways of securing this important object, and every intelligent teacher who can judge with any degree of accuracy of the nature of children can devise some means to interest and secure the attention of his charge, which is a very important point to be gained, and absolutely necessary to the success of every school.

School Houses.—I cannot speak in very flattering terms of our school houses and school furniture, though we have some *very good* school houses, yet we have many *very poor* ones. Every school house should be erected and arranged with due regard to physical, mental and moral health, comfort and convenience. But a number of our school houses (and that number is not as small as some may suppose) are entirely destitute of all these essential elements, evincing on the part of patrons and school officers a want of interest in the rising generation amounting almost to criminality. Some are very open, others too small to accommodate the pupils that attend, others destitute of the means of ventilation, many are poorly and improperly seated; in several the seats are all of the same hight adapted to a very few of the larger pupils, while the majority must sit with their feet dangling from three to five inches above the floor; a few are destitute of black-boards, and a very few are furnished with outline maps and globes. One school house of respectable dimensions has been built during the year, and another is now in process of completion.

Graded Schools.—We have three graded schools: two with three departments and one with two. The former maintain ten and the latter eight months school in the year. We have one more district in which a graded school should be established, as two teachers are usually engaged in the school, which numbers about one hundred pupils.

Teachers —At the spring examination 105 candidates for the teachers office presented themselves, of which number 75 were successful: three receiving first grade, eight second grade and sixty-six third grade certificates. About 20 were employed in the same schools as during the previous year. About one-half of the number who have been engaged in teaching during the past year make teaching their principal business: very few have taught the whole year. I am unable to give you the average age and experience of teachers.

Pupils.—The whole number of pupils who attended school during the winter as indicated by the register was 2082, the whole number present at the time of visitation was 1178, giving about fifty-six and one-half per cent. as the average attendance of the pupils registered, which is quite small, yet we do not regard this as a very discouraging item, when we take into consideration the exceeding cold weather and deep snow, which in sparsely settled districts has kept the roads completely blockaded for weeks at a time, rendering it almost impossible for the school house to be reached even by the largest pupils. And yet on account of the limited time in which to perform my work I managed to visit schools under these unfavorable circumstances when it could not possibly be expected that the schools would be anything like fairly represented. Still the average attendance has been much smaller than it should be. Tardiness, the twin evil of irregular attendance, has detracted much from the interest of our schools,

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and it will require the combined effort of teachers, parents, school officers and all who are interested in the welfare of youth to eradicate these evils. The whole number of pupils who attended school during the summer, as indicated by the register, was 2081, the number present at the time of visitation was 1494, giving about seventy-one and one-third per cent. as the average attendance, which is a respectable increase upon the winter attendance. The general deportment and progress of pupils have been such in many instances as to elicit from me a word of commendation; few instances of insubordination have occurred—none of a serious character. I found the schools much better supplied with books than I expected to find them.

PATRONS.—Our schools do not receive that attention and encouragement that they should from patrons and school officers. In a few instances I have prevailed on school officers to accompany me to the school room, and on one occasion found a school officer there on my arrival—a rare and pleasing sight—an officer in the school room without solicitation. Yet I hope to see many such sights during my intercourse with schools, for truly they are like "apples of gold in pictures of silver."

GEO. P. KENYON, *County Superintendent.*

KENOSHA COUNTY.

In compliance with your circular of Aug. 22d, 1864, I have the honor to transmit you the following supplementary report:

I entered the service of my country for one hundred days, commencing May 17th, 1864, and therefore was unable to visit all the schools in the county during the summer term.

From reports received from teachers, I believe that most schools have been well conducted, and that extra efforts were made on the part of teachers to discharge their duties faithfully.

1. *School Houses.*—There have been no new school houses built in the county during the past year. There are many districts that need new houses; and it is to be hoped that parents and patrons will awake to the importance of commodious rooms, well ventilated and comfortably seated.

2, *Graded Schools.*—We have one graded school, as per last report. Probably in many districts a graded system could with propriety and profit be adopted. I believe the graded system the only one that will secure a thorough course of elementary training

3. *Teachers.*—I have examined one hundred and fifty-three Eighty-five hold a third grade and seven a second grade certificate.

Some six or seven have been employed in the same school the previous year.

The most of our teachers are females, who teach the entire year, and have no other occupation—the young men having gone in defence of the "dear old flag"—thus making it a necessity for the schools to be taught by females, or to be closed. Many are young and inexperienced, and this coming winter it is to be feared that some schools will not be in operation in consequence of the want of qualified teachers.

4. *Pupils.*—The average of punctual attendance is some eighty per cent.

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General deportment, ninety-three per cent.

Most schools are supplied with suitable text books.

5. *Patrons.*—There is a general apathy and neglect on the part of patrons in regard to visitation of schools.

This may be in part owing to the greater interest taken in our country's struggle, and yet it can in no wise be excused.

6. *Township System.*—Judging from conversation had with leading educational men in the county, I think that the present system is generally preferred.

7. *Miscellaneous.*—We have held an Institute in this county for two weeks, under charge of Prof. S. D. Gaylord, of Sheboygan High School. Everything passed off pleasantly, and we hope profitably, with an attendance of thirty-seven.

Lectures were delivered by F. Newell, Esq., Prof. Gaylord, J. M. Kellogg, Esq. and Hon. A. Van Wyck.

I would suggest that we need some "material aid" from the State, for the support of Institutes. Also, if the county Superintendent is obliged by law to hold an Institute each year., there should be some preference given to such as attend, or some other means devised to secure an attendance of those proposing to teach.

Is it true that teaching our youth is of so little importance that it needs no preparation?

In conclusion, viewing our schools from our present stand point, although they are not all we could wish in point of qualification of teachers and experience, yet we can see a commendable progress in the direction of a demand, on the part of the people, for higher qualifications, and a desire to make our free school system one of true development for the youth of our land, in all that pertains to the practical duties of life, as a citizen and as a man.

R. Graham, *Co. Supt.*

KEWAUNEE COUNTY.

(NO REPORT.)

LA CROSSE COUNTY.

My labors date from January last.

One new school house, all told, has been erected in the county during the year. A little patching of old ones has been observed in a few cases, but improvements generally, may be set down under the head of "nix." Districts No. 1, Farmington, No. 2, Barre, and No. 3, Jackson, have been severely threatening to build new ones for a number of years. The two first named districts would do entire credit to themselves by executing their threats right speedily.

There are two graded schools proper, in the city of La Crosse, of three departments each, and one of two departments in the town of Onalaska. Our people here made a foolish mistake at the start, in locating one large school building in the south part of the city and the other in the north. The consequence is, they have no central building, and no graded room above the Grammar department.

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Some hundred scholars in the village of North La Crosse, are cooped up in a single room, say 16 by 24. They must expect "miserable schools" till they double up their school room.

The average attendance in the country schools during the winter, was seventy per cent. and during the summer sixty-eight per cent. The attendance in the city schools averages seventy-eight per cent., making a general average of seventy-two per cent.. against an average of seventy-eight per cent. the year previous. The difference of per cent. is wholly accounted for by the fact that so many children have to take the place of older brothers, and fathers, who are off to the tented field.

With, perhaps, half a dozen marked exceptions, our county schools have been kept fairly in hand, and well ordered during the year.

I renew no certificates to teachers who mark up as failures in the government of schools.

Text books abound in troublesome variety, in most of our districts Our system of multiplied reading books, adapted to graded schools, works very viciously in our miscellaneous country schools, I have endeavored to talk up the great worth of *slates* in the equipment of all scholars, and the great use of *black-boards* in the illustrations of the school room.

Our school houses very rarely attract visitors. This fact is to be attributed to the general dullness of our school methods, and to the lack of interest in patrons, who are presumed to have more important business at home. I am seldom able to get clerks of school boards to accompany me in my visits to their schools. Just *then* they have pressing calls elsewhere.

During last spring I issued fifty-eight certificates, eighteen of which reached the third grade! the balance of forty being limited. My third grade standard was sixty per cent. Some nine or ten of this grade marked as high as ninety per cent. Without doubt, they could have achieved a higher grade For the common district school, I am particularly pleased with a high-marked *third grade* certificate. *Two* grades of certificates for the common school branches would, I think, be a decided hit and improvement upon the present division.

During my fall examinations, I have given thirty third grade certificates out of forty-seven issued; showing a handsome chalking up from last spring.

I am not posted enough to give any opinion upon the township district system. It would seem to work admirably in older, thick settled counties. I am not sure of its amounting to much hereaway

The chief trouble with our teachers in this region, is want of *pulse*, and a knowledge of the *best method* of teaching. I am trying to work up betterments in this respect.

F. A. Moore, *County Superintendent.*

LAFAYETTE COUNTY.

The general condition and advancement of schools in this county are slowly on the improving scale. There have been six new school houses erected during the past year, at an aggregate cost of about $3,730. The expenditure for maps, charts and globes has been $124. Most of the towns, however, are lamentably deficient in these matters.

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The number of graded schools in the county is four—three with two departments, and one with four.

The number of teachers examined the past year is 178, of these eight received first grade, six the second grade, and six special certificates for particular districts, running for six months. There were during the year fifteen candidates for certificates rejected.

The general average of attendance of pupils not as great and as punctual as could be wished, but will compare favorably with previous years. One of the great causes of non-attendance is scarcity of labor. There is one improvement beginning to be noticed, which is very advisable in all schools, to retain the same teacher for a succession of terms, which is very obvious to every one at all posted in teaching. Teachers' wages have advanced somewhat in the county, but nothing in ratio to other kinds of labor or employment. The greatest drawback to advancement in that respect lies among the teachers themselves; there being such a mania for school teaching among the young females (to whom now nearly all the teaching is confined) that they underbid each other in their anxiety to obtain situations. To overcome this, we have endeavoured to raise the standard to keep the supply down to the limit of demand as near as possible, for I am satisfied, that the wished for good results of our common schools will not be realized till we can, as a people, make school teaching a profession, and pay for it as such.

Again, men are taught no one thing as effectually, in any other manner as through the pocket. And the fact of our common schools having been so cheap, is one great reason of their small estimate and universal neglect by the people.

The visiting of schools by patrons is generally too much neglected, but by agitating the subject frequently, a better state is in some few towns beginning to manifest itself. Not to carry this to an improper length, I will close by saying, that after considerable thought upon the matter, I am convinced that the proposed plan of the township system is the best calculated to meet the wants of the people in school matters of any known.

GEO. W. LEE, *Co. Sup't.*

MANITOWOC COUNTY.

Herewith I enclose you my Annual Report for Manitowoc county, and in doing so, very much regret, that the short time I have held the office will preclude me from making any extended remarks as to the condition of our schools.

I made many endeavors last winter to visit every school in the county which was in operation, but the heavy snow drifts, which blockaded nearly every road in this section of the State for weeks, prevented me from seeing many of them. But few schools outside of the villages have been kept during the summer season, and those were very thinly attended, owing to the scarcity of help among the farmers.

As a general thing, our school houses are good, but I regret to say that many are entirely unfit for the purposes designated. There is, however, much palliation for this fact, when it is known, that this county is heavy timbered land, and not easy of cultivation, and that many of our people

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are yet poor, it being only three or four years since the county itself has been independent in its resources for home consumption. Every year, however, we see the old log house torn down, and the frame school house erected in its stead, and from what I know of our people, I am certain that the movement will continue, until, within a short time, the people of Manitowoc county will prove themselves to be as liberal in this respect as any other locality in the State.

Since the first of January last, I have granted seventy-four third grade certificates to teachers. Although there are many entitled to first and second grade certificates, no application has yet been made to me for either. Our teachers, I think, will compare favorably with those of other counties of the same population.

In my next Report, I hope to be able to give you more full and satisfactory statements.

JERE. CROWLEY, *Co. Sup't.*

MARATHON COUNTY.

I send you a brief statement, covering the points upon which you solicit imformation. There has been one substantial and quite handsome log school building erected within the past six months, the expenditures for which will be about three hundred dollars. In addition to this, one or two temporary structures have been erected in newly organized districts during the past spring, with no black boards, and no conveniences for school purposes, they are now standing in an unfinished condition, consequently, are unfit for winter use.

There is but one graded school in the county, it having but two departments; it is an excellent, large, well built and commodious three story building. The entrance is in the middle of the end which faces the street. On the left of the main entrance is a well aranged flight of stairs leading to the second floor This entrance is designed for the girls, and there is one on the right correspondingly constructed for the boys; the rooms above are well arranged, and are convenient for class rooms, library, apparatus, etc.; the rooms are well lighted and ventilated, and seats of the most approved style. The building has been much improved this summer by surmounting it with a simple, but handsome cupola, which is designed for a bell. The cost of the building is $2,100, including this season's improvements.

Only one district in the county has been supplied with outline maps, and no school in the county is furnished with any apparatus.

The general average of punctual attendance, general deportment, and progress made in studies, has been somewhat higher than during the previous year. Though there is increased public interest in the cause of common school education, it is a matter of regret, that parents and guardians, and even school officers, are so seldom seen in school rooms.

We have much reason to be thankful, amid all the inconveniences subject to thinly populated counties, that the schools of this county are generally gaining in the estimation of the public.

The attendance of pupils has been quite respectable, but by no means what it should and would have been had it not been for the uncontrollable

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effects of two epidemics, visiting the various neighborhoods of the county during the spring and summer months, very much diminishing, and in some instances almost destroying interest in our schools for a time.

The schools of our county are steadily improving in interest, order, and methods of teaching and study. The intense interest of our people in the war, has diverted somewhat their attention from the public schools, but rarely has a term been shortened or the necessary means curtailed. The enlistment of so many teachers and scholars in defence of their country, speaks loudly in favor of common schools as a means of preserving law, order and the Republic. Decided improvements can easily be noticed. Marathon county has a number of teachers ardent for self-improvement, zealous in their occupation as teachers, and cultivating a friendly intercourse among themselves, proving that a professional spirit is awake among them. I can certainly feel proud of them, and feel only sorry to state, that several of them, endowed with natural faculties as teachers, and well qualified in regard to experience and education, are about to leave the county in consequence of being offered higher wages abroad, or are taking leave to start private schools in villages.

Teachers are too frequently changed. Out of forty districts only one was hired for more than one term.

The standard of qualification is as high as recommended by the convention of county superintendents, as a minimum.

Sixteen have been examined by me and received third grade certificates; as regards their qualifications, compared with those who taught last year, there has been a decided improvement. Four made application but were rejected, making in all nineteen.

M. DeCoursey, *Co. Sup't.*

MARQUETTE COUNTY.

During the school year ending August 31st, 1864, we have had one hundred different schools; of this number, forty-nine were winter, and fifty-one were summer schools. There have been employed during the year eighty-three different teachers, of which number there were ten male and seventy-three female teachers. At the present time there are seventy-five persons holding certificates of qualification to teach in this county; of this number, there are fifty-one third grade certificates, one of the first grade and twenty-three limited (as to length of time) certificates. The latter were granted in many instances to teachers living in other counties, and who were not aware of the time and place appointed for public examination.

Our teachers are nearly all employed in teaching during both the summer and winter terms; their average experience is not accurately known, being probably not far from three years.

There have been no school buildings erected in the county during the year; appropriations, however, have in two instances been made for that purpose. The school building which was in process of erection in district No. 1, Buffalo, has been completed. In several instances school buildings have been repaired and now present a much more comfortable appearance than before.

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There are but three graded schools in the county; each of these schools has two departments, one for the larger and the other for the smaller pupils. There are five districts which, to a limited extent, might be graded, provided suitable buildings could be furnished.

During the year there have been one thousand four hundred and ninety different pupils in attendance at the public schools in the county. During the year previous, or the year ending August 31st, 1863, there were attending the same schools two thousand three hundred and sixty-two pupils. These figures indicate a loss in attendance for the year past of eight hundred and seventy-two pupils; or an amount equal to more than one-half the entire number of those in attendance. This loss is to be accounted for by the removal of some from the county, and the effect of the national struggle upon the schools, taking the larger boys from the schools to fill up the ranks of the army, and keeping others at home to fill the places of absent fathers and brothers.

The attendance of those who now attend school has been, for the most part, quite as good as could reasonably be expected, considering the deep snows and the inclement weather of last winter, and other causes during the summer term.

All the schools are supplied, for the greater part of the pupils, with suitable school books; the want of uniformity, however, is quite a serious obstacle to successful improvement.

Nearly all the schools have been visited twice during the year, and the evidence of improvement on the part of both teachers and pupils has been seen in very many of the schools. Our schools, however, are not what we had hoped for under more favorable circumstances. At the present time, embarrassed as we are by the effects of the war, we can only expect with reason to be able to hold our own and maintain our usual number of schools, without making much decided improvement.

With regard to what is called the Township District System, I can only express an individual opinion, and for our county only. At the present time, and under our present circumstances, I do not consider it would be adapted to the wants and necessities of our schools, though perhaps a part of the system might be adopted by so modifying it that a central school for the education and training of teachers and others might be located in certain defined districts, which, in some instances, might embrace several towns. But in the newer and thinly settled portions of the State, of which this county forms a part, it would be too burdensome, if it were practicable, to make the entire change contemplated in this system.

Suggestions connected with the wants of the schools being requested, it may not be wholly out of place to notice the want of suitable libraries for our district schools. This want is being felt sensibly in some localities. Of the usefulness, and in fact the necessity of having such libraries, it ought not to be necessary to speak; but if there are any doubts as to their utility, and the wide spread influence that would be exerted for and in behalf of the cause of education and the good of the people at large, we have only to notice the fact that the libraries furnished the people of the State of New York have long been considered as second only to the public schools themselves in promoting education and in the diffusion of useful knowledge.

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How such libraries could be provided, and the proper time for Legislative action upon the same, are not within the province of this report to determine. The only points to consider at this time are whether our youth, who are soon to take the place of those in active life, can be fitted for the duties soon to devolve upon them unless suitable provision of this kind be now made for their mental and moral improvement; and whether any more potent influence than that of the library can be used to effect the desired object. With these few remarks the above is respectfully submitted.

BENJ. F. HOOD, *County Superintendent.*

MILWAUKEE COUNTY.—(FIRST DISTRICT.)

(NO REPORT.)

MILWAUKEE COUNTY—(SECOND DISTRICT.)

I herewith submit the following brief report of the condition and prospects of the schools in this district:

SCHOOL HOUSES.—These, as regards comfort, are in some instances, far short of what they should be: but in consequence of the unsettled state of national affairs, and the present high rates of labor and material, no new ones are being built this year, though it is a commendable fact, that in a majority of cases, the old ones are being thoroughly repaired and put in as good order for the winter term as the most sanguine might expect.

GRADED SCHOOLS.—We have no graded schools. On account of our proximity to the city of Milwaukee their necessity has not yet become apparent, yet there is a growing demand, and ere long the necessity of their introduction will become obvious to the people of this district. There might be profitably established a Graded School in District No. 2 or 5, in the town of Granville, and thereby mutually accommodate the advanced children of adjoining districts.

TEACHERS.—The number of persons examined was 49, of whom 38 received certificates: 4 of whom received certificates of the second grade, 33 received certificates of the third grade, and one limited certificate was granted. Only five are retained to teach where they taught the previous year. In this respect district officers are frequently in fault, as much time is lost in children becoming acquainted with teachers, and teachers with the capacity of pupils. Of the number employed in teaching in this district, but four depend upon teaching as their only vocation.

PUPILS.—My notes taken during school visitation, do not show an increased average of punctual attendance. The only reason I am able to assign, is the scarcity of help among our farming community. In general deportment and progress in study of pupils, the advance is correlative with the awakening enterprise of teachers, and the very flattering interest manifested by parents and patrons. I am sorry, however, that school district officers do not pay that attention to the visitation and needs of our schools, that the law designs they should, but in my opinion this dereliction of duty, on the part of district officers, can only be obviated by the introduction of the "township district system:" then, and only then, will our school system be perfect in all its workings.

EDWARD TOBIN, *County Superintendent.*

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MONROE COUNTY.

The number of school houses built during the year is but two, owing to the pressure of war taxes, and matters connected with the war. The one building at Tomah (yet incomplete) will be a most substantial and well arranged modern school house. Quite a good deal of improvement has been made in those already built.

2. The number of persons holding certificates is 139, third grade. No second or first grade certificates have been issued. Three limited certificates have been issued—last year there was 41. Out of this 142 teachers 120 have no other avocation, and teach summer and winter.

3. The general attendance of pupils during the year averages about 69 per cent. General deportment has been much better than it was last year. By my teachers' monthly reports, during the summer term the average deportment was 87 per cent. The number who are not properly supplied with books is very small indeed.

4. There is great carelessness manifested by the patrons in not visiting the schools. I have endeavored to produce a change in this respect. I think that about one in five of the parents visit the schools. I have visited 130 different schools during the past nine months.

It is my deliberate opinion that the plan proposed for a township district system (or some similar one) would work incalculable benefit to the common school interests of the State. Take Monroe county for instance. It is an impossibility for one man to thoroughly superintend the schools in this county; I find it more than I can do to visit each district during every term of school, and therefore the watch care that I ought to bestow upon the schools is wanting. With a township district system the "educational committee" would supply the lack. This is but one of very many advantages that would accrue. I am most heartily in favor of the proposed amendment to our common school system.

J. S ANDERSON, *County Superintendent.*

OCONTO COUNTY.

(NO REPORT.)

OUTAGAMIE COUNTY.

(NO REPORT.)

OZAUKEE COUNTY.

(NO REPORT.)

PEPIN COUNTY.

There are in the county, twenty school houses, or buildings that go by that name Besides these, we have hovels, shanties and deserted houses which have been used the past year for school houses, making, in all, about thirty. The latter class of houses, or shanties, are generally in newly

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formed districts, and in many cases, preparations are being made to substitute in their places, good and suitable buildings; there has been only two or three built during the past year. The improvements in those previously built, are scarcely worth noticing.

There is one graded school in the county. We have established a graded school in Durand, which was very much needed This district numbers 160 scholars, who heretofore have been huddled together in one house and until last summer, under one teacher. I am happy to say the people are waking up to this matter. There are other districts where this might be done with great advantage. The Pepin district and Waubeek, both demand graded schools to accomodate the great number, and great diversity of scholars.

I have examined 45 applicants, 32 of whom passed, two receiving first grade, three, second grade, nineteen, third grade, and eight limited certificates. The policy, as regards teachers, is hap-hazard and irregular in this county. Number teaching the same school as last year, *one*; there are six who have no other employment. Average age of teachers, 19; experience, from one to two terms; but the greater part of the teachers during the past year, were *beginners*.

The attendance of the scholars, as a general thing, is very irregular—parents do not seem to appreciate the importance of having their children attend *regularly* and *punctually*, allowing them to be absent or tardy on the most frivolous excuses, thus fostering habits of shiftlessness which will tell wofully on the future prospects of manhood. The general deportment of our schools is as good as could be expected under the circumstances, but in my opinion, we have swung from one extreme to the other; if in former times the rigor and discipline of the school room was too severe for the youthful nature, they have in these latter times become too lax. In my visitations, I found but very few who were not properly supplied with books. The greatest deficiency consisted in the want of mental Arithmetics, but as soon as the wants were made known, as a general thing, they were promptly supplied.

The indifference of the patrons is somewhat astonishing. They seem to think that if they vote money and hire a teacher, their duty is done. In a large majority of the districts in the county, not a visitation from the board or patrons, during the whole term, and sometimes from one year's end to another. I find, that when this indifference is manifested in a district, the teacher soon catches the same spirit, and then it is communicated to the scholars. But in districts where the board is awake, and the patrons alive to the interests of the school, it infuses the same spirit of watchfulness and energy into the teachers, and often makes a sharp, zealous teacher of one who would otherwise be dull. From the law of influence and association, this indifference of the board and patrons, often moulds the energetic teacher into the same indifference, inperceptibly.

I think the township district system will be a great improvement on our present system, and hope the time is not far distant when it shall be adopted. It will soon bring about the establishment of graded schools, the want of which every educator plainly sees and feels.

Our graded school in Durand is now in full operation; the intermediate and higher grades are instructed at the Durand Academy, which is doing

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a great work in disseminating knowledge and preparing teachers for teaching.

Many children in this county are growing up in ignorance, ignorant of the very rudiments of education, reading and writing, and in some instances are permitted to grow up in this unfavorable condition, simply because they don't "love" to go to school. Where parents are so indifferent to the welfare of their children, and the good of society in general, I think our legislature ought to take the matter in hand, and oblige every child in the state to acquire a certain amount of education, as they do in Prussia, Germany, and many parts of Europe,

JAMES R. HANAN, *County Supcrintendent,*

PIERCE COUNTY.

(NO REPORT.)

POLK COUNTY.

Our county is new and thinly settled. Many of the people do not properly appreciate the free school institutions of our state, yet with a little extra effort I have been able to get up some interest in some localities. In my last visit to the schools I delivered an address to the people of each district, where we could get out an audience, which, I think, has had a good effect

In comparing the present condition of schools with that of one year ago, I perceive a marked difference for the better. There has been but little improvement made in regard to school houses; only two or three log school houses of small dimensions have been built.

In a great many districts there is a sad deficiency of outline maps and apparatus which might be obtained, and ought to be. We also need a graded school in the village of Osceola, which I hope we will succeed in getting before another year. We have also to complain that we have never yet had a visit from the State Superintendent.

R. H. CLARK, *County Superintendent.*

PORTAGE COUNTY

The existence of civil war in our nation, drawing as it does so largely upon the material resources of the people, must be expected to operate adversely to the interests of education in all parts of the country to a greater or less extent.

One of the first effects of the war upon these interests, one would readily suppose, would be the refusal, upon the part of the people, to make the necessary appropriations for the support of schools. So far as this county is concerned, it is gratifying to be able to state, that the appropriations for educational purposes are steadily increasing from year to year, notwithstanding the fact that no county in the State, I dare say, has done more, according to its ability, to sustain the government since the commencement of the war.

These appropriations, however, fall far below what they ought to be,

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and do not keep pace with the increasing wants of the county in this direction.

Among the great wants of the county at the present time are comfortable and pleasant school houses. Although some districts have exhibited a commendable liberality in the erection of school houses, there are many others to all appearance equally able with the former, who send their scholars to schools kept in hovels of various valuations, from fifteen to one hundred dollars.

According to the reports of the town clerks to this office, there are in our county two school houses valued at $15 each; one at $16; one at $20; one at $50; one at $25; three at $75 each, and five at $100 each. Some of these so-called "school houses" are situated in districts inhabited by people who, I am inclined to think, would feel very uncomfortable if their horses and cattle had no better buildings to shelter them. Not being willing to subject myself to a prosecution for slander, and to the disagreeable necessity of "offering the truth in evidence," I refrain from pointing out the districts above referred to, hoping that this allusion to the fact, if it should ever come under their notice, will induce a train of reflections that will result in their determination to erect such houses for the education of their children as will prove to the world that, in their opinion, they have not discharged their whole duty to their country, whose free institutions are dependent for their perpetuity upon the intelligence and virtue of its citizens, until they have placed within the reach of all the children of their district, such means of mental and moral culture, as will, if improved, prepare them for the great duties that must eventually devolve upon them.

I am aware that it is not my especial province to suggest legal remedies, but I will hazard the assertion, that if parents were compelled by law to spend only three hours each week in the school house where their children spend six hours each day five days in the week, cold and cheerless school houses would soon disappear.

Another thing I would notice with regard to the people of our county in general, is their want of an every-day manifestation of interest in their district schools. Many appear to think that when they have voted a sum of money for the support of schools they have done their whole duty. This is a grave error, and one which does its part in decreasing the efficiency of our schools. Every parent should frequently enquire of his children how they are getting along in their studies, and ascertain what their progress is. As one means of doing this he should visit the school in which his children are receiving their education at least once a month, and as much oftener as he can. The good effects of such a course are so obvious that it appears to be unnecessary, even if my limits permitted, to attempt to show them. Yet how few ever set their feet inside of a school house as visitors. And among those who do sometimes visit the school, there are some whose visits are "few and far between." Every person ought to know from personal observation how the school prospers; whether the teacher does his duty; whether the scholars are correct in their deportment and are progressing in their studies; and *especially* whether that moral support is given to the teacher which ought to be given to enable him to get along pleasantly in the government of the school.

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The people of this county do not visit their schools enough; they do not appear to think enough about them, and hence they, in many instances, fail to secure the amount of good from their schools that they ought to get, considering the money expended in their support. But while it is true that educational matters, in some aspects, are not what they should be, it is encouraging to know that it is not all dark.

Among the encouraging features they present, it gives me pleasure to be able to say, that it is the desire of many of the teachers of our county, to avail themselves of all the opportunities which present themselves, in order the better to qualify themselves to discharge the duties of their responsible calling. Their attendance upon teachers' institutes, associations and normal schools, their perusal of educational works and educational periodicals, added to their own experience, has enabled a goodly number of them to take a respectable position in the educational corps of the State. But candor compels me to admit, that there are still some among us, who call themselves teachers, and whom necessity compels us, sometimes, to employ as such, who appear to have no consciousness that there is a higher excellence in their avocation to which they should aspire. Hence we find them employing their leisure time in poring over some trashy novel, or studying a fashion plate, rather than something calculated to make them better teachers. It should be the ardent prayer of every good friend of education, that this class of teachers (if ladies) would soon get satisfactory offers of marriage, quit teaching and "settle down;" and if gentlemen, that they should very soon discover that they had mistaken their calling. As the value of our schools depends so much upon the efficiency of our teachers, it is to be regretted, that more effective legislative provision has not been made in our State for the establishment of normal schools for the education of teachers. Such schools located in such parts of the State as to enable those who are preparing for the profession of teaching, to attend at small pecuniary sacrifices, would do more to raise the character of our common schools, than could possibly be accomplished by the same expenditure in any other direction. It would enable the State in a short time to supply its schools with teachers, not only qualified in literature and science, but also well "posted" in the philosophy of teaching.

This county is at present divided into four inspection districts, in each of which I have held two meetings for the examination of teachers. During the year I have issued 86 certificates in all, 14 of these were second grade, and 72 were of the third grade. There are four first grade certificates in force in the county, issued by my predecessor, making in all 90 certificates.

I was relieved from the duty of holding an institute by the enlightened policy of the State board of normal regents, who sent us their agent, who continued with us almost two weeks, and succeeded, we trust, in doing a good work for the cause of education in this county. The good attendance of our teachers, and the interest they manifested augurs well for the future of our schools. I cannot but think, that the last year has been one of substantial progress to our schools, and although to a casual observer it may scarcely be perceptibe, it is, nevertheless, real, and sufficiently encouraging to induce us, as teachers and school officers, to go on hopefully in the good work.

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I have, during the year, visited officially every school in the county, with a few exceptions, once a term. Those exceptions were mainly on account of the fact that the terms of these schools were so short, that I could not get around before they expired

W. R. ALBAN, *County Superintendent.*

RICHLAND COUNTY.

The general state of our schools is encouraging, although there are many improvements needed, and the supply of fully qualified teachers is too small.

There have been five new school houses built during the past year. The old ones remain *in statu quo*, if not "a little more so."

We have had but two graded schools There are two or three other districts where they might probably be established with benefit, could the people be convinced of their ability to support them.

The whole number of applications for certificates during the year has been 188, of which 130 have been granted: two being of the first grade, one of the second, and the remainder including regular third grade certificates, district certificates, and certificates granted on special petition from district boards. Many limited certificates have been rendered necessary by two causes: 1st. Not more than fifty per cent. of the applicants passed in *every* branch. 2d. The demands of the districts could not otherwise be supplied.

The number of certificates now in force for the coming winter is but ninety-three.

Some of those teaching under district certificates have by their tact, faithfulness, and ability to teach what they know, given marked satisfaction to their patrons.

The general average of attendance on the part of pupils seems to be about twelve per cent. better than last year.

The general deportment seen in the schools has been good, in some cases far above the average, but in two or three instances, owing to local influences, or inefficient management, it was decidedly bad.

A greater supply, and more uniformity of text books are much needed.

There is plainly too little visiting of the schools on the part of parents and district boards, but there are pleasant exceptions to the rule, which I hope will multiply, as this want, with many others, has been brought in various ways before the public.

I held an institute at the county seat, in the month of October, which was pretty well attended, and much interest on the part of the teachers was manifested in its exercises.

As to the "township district system" I can only say that it presents many striking advantages. Some difficulties might be found in the disposition of the present school houses, and in the satisfactory location of the superior grades of schools through the towns. Probably these difficulties can be obviated, but it strikes me that the best mode of doing this is yet to be contrived.

Why cannot the law concerning certificates be so amended as to allow a superintendent in one county to make good within his jurisdiction the

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certificate issued by the superintendent of another county? This could be effected by a simple endorsement, giving the owner permission to teach in a given town or district in the county until the next subsequent examination, leaving the original certificate to speak for itself as to examination and grade of the teacher.

This endorsement might be left optional with each superintendent, who, if he should choose, could still require an examination or other proper evidence of merit, before granting license.

Some alteration of the law to this end would not only be convenient to all parties, without endangering the grade of any county, but would be likely to facilitate the passage of surplus teaching material from counties where it is abundant, to those in which the supply is less than the demand.

WM. C. WRIGHT, *County Superintendent.*

ROCK COUNTY.—(FIRST DISTRICT.)

I have the pleasure of reporting that the condition of the schools in the First Superintendent District, during the past year, has been quite encouraging to the friends of education, considering the disadvantages under which we have labored. There have been many things well calculated to divert the attention of the people from the cause of education, and there remains much to be done before, as a whole, the schools become what they should be; yet I doubt whether they have ever been better sustained or better conducted than during the past year. It is true, the attendance, particularly of large pupils, has been somewhat less, owing to the increased demand for labor, and the attendance of those registered, in some localities, quite irregular, owing, no doubt, to the thoughtlessness of patrons; but the better classification of the pupils, and the higher attainments of the teachers have more than balanced these losses.

High taxes and war prices have not prevented the people, in all localities, from providing for the comfort and intellectual growth of their children. Four new and commodious school houses have been erected in this Superintendent District during the past summer, and it is highly gratifying to be able to state that they are all of good size, well arranged, and tastefully finished, reflecting much credit upon the inhabitants of the districts in which they were built. Three hundred dollars was raised for building purposes, at the previous annual meeting, in each of three other districts in which larger and more comfortable houses were sorely needed; but they failed to raise an additional amount sufficient to erect suitable houses, and the children will again be crowded into low rooms without any proper means of ventilation—seated upon uncomfortable forms—part of them so near the stove as to be almost roasted, while others are nearly frozen. Many of our school houses should be re-seated, and the forms so arranged as to accommodate small, as well as large pupils, and all should be provided with more perfect means of ventilation.

But very little has been done towards providing globes, maps and charts, and yet, the majority of the schools are entirely destitute of these very important aids to the teachers, and ornaments to the school room.

There are but two graded schools in this Superintendency—one at Evansville and one at Edgerton—of two departments each. There are two

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other schools, in each of which, two teachers are employed. These latter should be provided with two apartments and thoroughly graded. The noise and confusion consequent upon having two teachers laboring in the same room, is very detrimental to these schools.

At the fall examinations, which were held for the whole connty, there were one hundred and seventy-two applicants for certificates. Of this number, one hundred and twenty-three received certificates of the Third Grade; fourteen of the Second, and three of the First. Sixty-four of the third grade were given but for six months. It was found necessary to grant so large a number of limited certificates, that all the schools might be supplied with teachers. It was thought better to bring all up to a proper standard, rather than by the presentation of less difficult questions to place certificates for the full term within reach of a sufficient number of the candidates to supply all the schools. Those to whom were granted but limited certificates, generally, showed marked improvement at the next examinations.

At the spring examinations for this district, there were ninety-four applicants, of which number sixty-two were accepted, all receiving certificates of the third grade. Seven limited certificates were given upon application of district boards, and twenty-one were given ,for six months, to candidates who were unable to attend the public examinations.

One hundred and thirty-three different persons have been engaged in teaching, in this superintendency, during the year, of which number, but thirty-seven were males. Only nine were employed in the same school during the year. Too much cannot be said against this almost universal practice of changing teachers every term. My observations, made while visiting the schools, have convinced me, that a good teacher can accomplish at least one third more in the same school, during the second, than during the first term. Monthly reports to the superintendent were required of the teachers, during the last term. These furnished me with much useful information as to the condition, wants, and progress of the schools, and no doubt stimulated both teachers and pupils to greater efforts in their work.

Many of the teachers have manifested a commendable desire for improvement, and have labored zealously for the improvement of their schools, while a few have shirked the public examinations, and "kept school" without making teaching a study, or inspiring their pupils with a thirst for knowledge. There will be some of the latter class so long as the opinion prevails, that a poor teacher will answer for a backward school.

The deportment of pupils on the days of visitation, was generally good, and but few cases of corporal punishment were reported. 2,494 pupils were registered during the summer, with an average daily attendance of 1,654. This shows great irregularity of attendance, which I believe to be the greatest evil in the schools I have suggested, as a remedy for this evil, that the district board of each district establish rules requiring regular attendance on the part of pupils, and in case of failure to comply with such rules, that the pupils so failing, be suspended during the remainder of the term, in which such irregularity occurs. Objections might be taken to this measure, as it would probably drive some from the schools, who should enjoy the advantage of an education: but while all should enjoy these advantages, it is neither sound policy, nor justice, to allow a few pu-

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pils, by attending one day and absenting themselves the next, to so break up the classification and retard the progress of the school, as to hinder those who, by regular attendance, seek to make proficiency in their studies.

During the summer term, there were made, by the school district officers, but fifty-seven visits to the schools, and but three hundred by other patrons. Thirty-eight schools were not visited by either of their district officers, and fifteen were not visited by neither officers nor patrons. This shows a lamentable disregard of duty, and carelessness on the part of officers and patrons; but I cannot believe it is attributable to a want of interest in the schools.

District boards do not seem to understand that the law makes it their duty to visit their schools, and to make all the needful rules and regulations for the government of the same; and parents do not yet see the importance of school visitation, as a means of stimulating and encouraging both teachers and pupils. While they are willing to provide, pecuniarily, for good schools, and are generally demanding higher attainments, and earnest, well directed efforts on the part of teachers, they fail to cheer them on in the great work of education, by their occasional presence in the school room.

H. A. Richards, *County Superintendent.*

ROCK COUNTY.—(Second District.)

School Houses.—There are in this superintendent district, not including the city of Beloit, eighty-one school houses, of which eleven are built of stone, four of brick, and sixty-six are frame buildings. The average value of these, according to the statistical reports, is $306.00, and the aggregate, $24,825.50. The lowest valuation is $0.50, and the highest $2,500.00. Clinton Junction can boast of the best house, while that of Utter's Corners is estimated the lowest.

The great advance in prices, during the past year, has discouraged improvements in buildings and in their appurtenances, so that but one new school house has been erected in that time, and only a few additions made to charts and apparatus. $1,974.11 is the amount expended for these purposes. For the sake of such improvements, it is desirable that the "better time coming" may soon come, for not more than one-half of our school houses are equal to the demands and circumstances of the districts in which they are situated, and but fifteen schools are supplied with outline maps, and only thirty have the protection of a fence to preserve their sessions, as well as their play-grounds from the annoyances of cattle and other nuisances that run in the streets. The best apology that probably can be made for this condition of affairs is that most of the school buildings were erected several years ago, when settlements were more sparse, and the means of the settlers quite limited, and since then opportunities for making improvements have been generally put off until more convenient times.

Graded Schools.—There are but two schools in this superintendency that can be classed under this head; one at Shopiere containing two departments, and the other at Clinton Junction containing three. In each of these superior educational facilities are furnished, and consequently the

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attendance of the more advanced pupils in the branches of a common school education is retained. Two departments might be profitably established in the schools in the villages of Milton, West Milton, and Emerald Grove, and probably in other places had not the expensive policy of ensmalling districts been, in some localities, previously pursued. I am happy to say that the advantages of a graded school are to be enjoyed in a part of the last mentioned places during the ensuing year.

Teachers.—One hundred and forty-three teachers have been employed in this district during the whole year, of whom one hundred and six were females, and thirty-seven were males. The former class largely predominated during the winter, and met generally with as good success in every respect as the latter. Indeed, for the management and instruction of the class of pupils that usually attend our public schools, I would, from observation, rather give them the preference. In the light of this fact, there cannot be a necessity for that practice, so common in some school districts, of changing teachers once in a year, so as to have a female for the summer term, and a male for the winter. If one of the former class was reemployed for the winter, she would not only be less expensive than one of the latter, but would also, from a knowledge of the wants and progress of her pupils, be generally more serviceable. Some districts realize the importance of this fact, and have retained the same teacher during the year; and, I may say, that the schools under the charge of these have been generally among the best. There are thirteen of this class, and there are nineteen that have been employed one term or more in the same school as during the previous year.

About fifty have been engaged in teaching during both terms, and about the same number have no other employment. It is quite probable that not more than this number intend to make teaching an occupation for life. This is not strange, when there is considered that the average wages paid during the year to male teachers was but $27.76, and to female teachers but $18.72. While this is enough and more than enough for the incompetent or unfaithful, there is not a sufficient discrimination made in favor of those who are desirous of following this profession and who are an honor to it, to induce them to make a more thorough and extensive preparation for its duties.

In respect to ability to teach and tact in management, as manifest on my days of visitation, the teachers might be divided into three classes, good, average, and poor, having about equal numbers in each. Nearly all are worthy of commendation for their earnest endeavors to discharge their duty, some are entitled to great praise for their flattering success, but a few ought never to be allowed again the care of a school, on account of their unfaithfulness, or their inability to govern either themselves or others.

The average age, experience, and scholarship of the teachers, may be gathered from the following summary: Thirty-four teachers were under twenty years of age; ninety-three between twenty and thirty; thirteen between thirty and forty; and three over forty. Thirty-two were without previous experience in their vocation; eighty-six had taught from one to ten terms; twenty-one from ten to twenty; and four, more than twenty. There were one hundred and seventy-four applicants for certificates at the public examinations in the fall and spring, of whom thirty failed to pass

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examination, one hundred and twenty-six received third grade or limited certificates, fourteen second grade, and four first grade. The average standing of these was six in a scale of which ten is perfection. The number whose average standing was below five is twenty-six; above five and below six, sixty-two; above six and below seven, fifty-two; above seven and below eight, twenty-three; above eight and below nine, ten; above nine, one. The standard of perfection is not an ideal one, but within the reach of every persevering and faithful student; nor again, is it so low as to flatter a teacher with possessing qualifications to which he is as yet a stranger.

Pupils.—The average daily attendance of pupils is sixty-seven per cent. of the number registered, and the average number registered in each term is sixty-two per cent. of those legally entitled to school privileges. It will be seen from this, that one-third of the time of registered pupils is lost by irregularity of attendance and that not quite forty-two per cent. of the children, between four and twenty years of age, receive daily instruction during both terms in the public school. If there should be added to the latter ratio the per cent. of those under the age of six years, that are not and should not be sent to school, and the per cent. of those attending high schools and academies, not reporting to this office, the disproportion would not seem so great or lamentable. But after making due allowances for these causes, and for the absences occasioned by the great demand for men and labor in consequence of our national struggle, there still remain grounds enough for the assertion, that the daily attendance of pupils is forty per cent. less than it might and should be. But this is not the measure of the evil influence of absenteeism and irregularity of attendance. The injury done in this way to the education of our youth is more serious still. The absent pupil not only loses himself the advantages of the school, but also works an injury to the classes to which he belongs. The blame for this loss of time and waste of invaluable privileges, rests, no doubt, in part upon the teacher's want of interest in his vocation, or upon his inability to elicit from his pupils a love for the school room, but in a much greater degree upon the thoughtlessness of parents, or their inappreciation of the importance of regularity of attendance and of the value of education. The superintendant can, in some measure, correct this evil, by refusing certificates to teachers that have proved their incapacity to draw forth from their pupils a love for study, and by some influences, that he can bring to bear upon the parents themselves, but it cannot be entirely eradicated without a system of compulsory attendance, which, if not opposed to the policy of a republican government, is at least opposed to the sentiments at present entertained by the people.

Patrons.—In some districts, the school board and other patrons, take a commendable interest in their schools, and cheer and strengthen the teacher by their frequent visits, while in others there is a remissness in school visitation, which, if it does not betray a blameworthy carelessness, must proceed from an undervaluing of the importance of this duty. The school district officer should bear in mind, that by accepting his office, he has given a promise to visit his district school, and that, if he fails to do this, he breaks his word as well as neglects an important trust. In order that there might be more frequent visitations, and some system in making

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these, I would suggest that the clerk should make a list of the patrons in his district, and appoint the times when each in turn should perform this duty. If such labors were expended in every district, an ample reward would be reaped not only in the renewed courage and zeal of both teachers and pupils, but also in the increased interest and better directed efforts of the patrons themselves.

ALBERT WHITFORD, *County Superintendent.*

SAINT CROIX COUNTY.

1. SCHOOL HOUSES.—A large part of the school houses in this county are new, well built, painted, well lighted, but poorly ventilated. Some are models for neatness and architectural finish, suitably enclosed and provided with a well or cistern, ample play-grounds and convenient out buildings. A few are mere shanties, built of rough boards school-*pens*, rather than school houses. Such were hastily thrown up to answer but temporarily the immediate wants of a newly formed district; but have been suffered to remain year after year, an eye sore by the way-side, a place uncomfortable, unattractive and loathsome to the little victims immured within their walls. There are but two log school houses in this county, and one of these is very comfortable and by no means unsightly in appearance. But one school house has been built in this county during the past season; this, like others in the newer and less populous towns, although by no means faultless in some respects, indicates liberality and educational progress in public sentiment, highly commendable and encouraging.

2. GRADED SCHOOLS.—We have two graded schools in this county. One in the city of Hudson is organized with four departments, and supplied with competent and earnest teachers The other in the village of New Richmond has been recently organized; but located in a liberal and enterprising community, and provided with a well constructed building, is destined in its maturity, to rank high among schools of its kind.

3. TEACHERS.—Four teachers now residing in this county are holding certificates of the first grade; two of the second, and forty-four of the third grade. All except four of the teachers holding certificates of the third grade, were examined both in the spring and fall with different schemes of questions; the scheme for the fall examination being far more difficult and comprehensive. Of all the candidates for license to teach who have offered themselves for examination during the past year, eighty per cent. have been accepted; two only have received the highest number in every branch, on a scale of 10. The number of questions which were required to be answered correctly was set at 60 per cent. of all that were presented in the scheme. None were licensed who fell below this in any branch. Most of the failures were in Orthography and Mental Arithmetic

Of the whole number of teachers in this county, twelve make teaching their principal vocation; six are engaged eight or nine months in the year, and five only, have been employed in the same schools this year as in the preceding year.

Our teachers generally evince a commendable zeal in their work, and a desire for higher qualifications. With few exceptions, they have attended

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the institutes in which many of the more experienced have taken an active part, Our institutes have been large and spirited. Professional gentlemen, especially clergymen, have encouraged them by their presence and instruction. Those teachers who prize and attend institutes, are the most successful. The very fact that they put themselves in the way to learn and improve, is in their favor, and what they have learned they are apt to make available in the management of their schools.

PUPILS.—A very few instances of marked insubordination have come to my knowledge during the past year. Good order has generally prevailed in our schools, even to the exclusion of all kinds of communication among the pupils in school hours. I have met with but one teacher who allows and defends the practice of whispering in school, and that is a teacher of remarkable quiet nerves.

Irregular attendance is the complaint of almost every teacher. The whole number of pupils in our county, attending school, is 2,078. The whole number of days attendance of pupils, during the past year, has been about 126,000; it should have been nearly twice that number.

Owing to irregularity in attendance, the county has lost, in the aggregate, 50 per cent. of all appropriations and expenditares in behalf of our public schools. But the loss does not end here By this cause classes are deranged, teachers discouraged and parents dissatisfied.

Many of our schools are poorly supplied with books,—others suffer for want of uniformity.

To remedy the evils mentioned, and others of less magnitude, a circular has been printed and sent to the different District Boards, calling attention to existing facts, and suggesting measures which might be serviceable for the end proposed.

During the past year, educational meetings have been held in different parts of the county, which have been well attended and seemingly productive of good results. All necessary taxes and expenditures for school purposes seem to be cheerfully borne, and higher wages for the services of teachers accompany the demand for higher qualifications.

I have taken much pleasure and interest in the enjoined duty of visiting and inspecting the schools under my supervision; more especially as parents, children and teachers have given me a hearty welcome, and have kindly received my advice and suggestions; thus showing a sympathy with, and an interest in the objects of my visit.

During the year I have visited every district twice, in which a school was in session, spending from two to three hours at each visit. In general, I have found the schools in good condition, teachers earnest and industrious, and pupils orderly and studious But I have been too often pained by glancing at the register, to find that from one-third to one-half of the pupils were absent. I have also regretted to learn that the schools are seldom visited by parents or by the district board, and that some excellent teachers were much disheartened on account of the apathy and indifference of the patrons and guardians of the school.

But with all the drawbacks which have been mentioned, our schools are improving. Our teachers are becoming better qualified, are aiming at higher culture in themselves, and better methods of imparting instruction to the youthful mind and heart.

A. H. WELD, *County Superintendent.*

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SAUK COUNTY.

In compliance with your request of August 28th, I submit the following Special report of the condition of common schools of this County:

1. School Houses. My Statistical Report shows that there have been $3766.25 raised, during the year, for the building of School Houses, and, I think, during the time there have been three log, one stone, and five frame school houses completed, or are in process of completion.

As the standard of qualifications of teachers is elevated, there is more interest manifested in school buildings, playgrounds, and more tasty surroundings generally, as might have been anticipated.

But, in many districts they do not yet seem to realize that a close, unventilated room with dark walls and a filthy playground and *buildings*, have anything to do with the child's education conducive to coarseness of mental and moral faculties.

Others are more alive to these things and do every thing perhaps that they can, consistently with their means and circumstances. to make the School House and playgrounds what they should be, a "*home*" for children, a place where they may cultivate the perceptive faculties, and become practically acquainted with Esthetics, the Science of Beauty. I sometimes find on visiting a school, it may be in some old log school house —the teacher in such case should doubtless have the credit—the walls covered with nice pictures and paintings, or decorated with evergreen festoons, thus throwing around every thing within, an aspect of cheerfulness.

The ornamental is not only attended to, but at least in one instance I know that the pupils on arriving at school found, to their great *physical comfort*, all the seats upon which they were accustomed to sit, from four to six inches lower, caused by the rasping effects of an old saw that the teacher had borrowed that morning.

Thus the teachers having left teaching and gone to educating, their influence may already be seen as well as felt.

2. Graded Schools. We have eight districts that have each two or more departments approximating more or less nearly the Graded School; one of these has three departments, and another three in summer and five in winter.

In most if not all of these schools, the principal teacher exercises a general supervision over the different departments, and, on examination of attainments, decides on a pupil's ability to enter the next higher department.

There are three other districts where they should have graded schools, and probably would have, if they had suitable buildings, as it is a much more economic way, as well as a more efficient and successful one of educating pupils. I trust the number of these schools will be increased the coming winter.

3. Teachers. There are some eighty who make teaching their principal business, twenty who teach only during the winter, and a few others just commencing, who intend to make this their business, at least till they get up a small private school. The remainder of our teachers make this a stepping stone to something else. As the teachers advance in attainments, their required ability, at examinations, is elevated, by giving more difficult questions, and holding the minimum standard at sixty per cent.

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At my fall examinations, 93 candidates presented themselves, to whom were granted:

Third grade certificates	66
Second do	1
First do	1
Total	68

At the spring examinations 169 candidates presented themselves, to whom were granted:

Third grade certificates	111
Second do	2
Total	113

After the close of the fall examinations I gave six or eight district certificates to subsequent applicants, and about as many more after the spring examinations.

4. Pupils —I have no statistics by which I can state explicitly the average of punctual attendance of pupils; judging, however, from the schools as I found them, I should say that the average has been good, with an exception or two which continued for a time. An epidemic prevailed in different parts of the county, which, at one time, reduced many schools quite low, and in a few instances, broke them up Perhaps I ought to add also that the whortleberry season had its influence upon some schools. The general deportment of pupils has been very commendable; I have heard no complaints, and of no difficulty, except in one school where the patrons were more to blame than the pupils, and even this was transient. Pupils are well supplied with books where there is an interest in education, and where there is not, they are not thus supplied--"Where there is a will there is a way," applies forcibly here.

5. Patrons.—The schools of Sauk county have not generally been visited as often as they should be, either by the patrons or officers of the school; a few, however, have exhibited a commendable zeal in this respect. There is one item that is worthy of note: in one of the village districts, they had a board, previous to last fall, composed of men of excellent business habits, but not particularly interested in school matters, who exercised a good degree of caution in procuring good teachers, and in this I think succeeded, and paid good wages. Here, so far as special efforts for the school were concerned, they stopped; and as a consequence, their schools were not generally orderly. The pupils, when not under the immediate supervision of the teacher, were wild and lawless. They would even tear off the siding from the privy and the casing from the pillars of the school house, for the purpose of kindling a fire. There was not a desk but what had been more or less cut with their knives. In short "destruction" was written upon every thing about the house. To such an extent had this state of things been carried, that the principal lawyer of the place, at the annual meeting, as I understand, took the position, that it could not be stopped, and consequently, was even opposed to repairing the privy, from which the siding had been nearly all torn off. But the school house and privy were repaired. The new board, at the opening of the

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winter school, published to the pupils, some written regulations which should govern either them or the board; such as for any act above referred to the actor should be punished to the extent of the law, and for an unintentional act, such as accidentally breaking a light of glass, the pupil should repair any such damage to the satisfaction of the board, etc. The members of this board visited the school, occasionally, and encouraged their teachers by their presence, and by timely suggestions. The result has been, that the district property has not since been injured in the least and the discipline of their schools is far superior to what it had been, and in many respects it has been a model school, with teachers, whose reputation for order was certainly no better when they went there, than the others had been. Let it be understood then that the school is, to a great extent, what the district and the district board make it.

6. Township District System of School Management.—At my first examination of the township district system, as presented in the last annual report of the State Superintendent, I thought that there were objections that would fully balance all the arguments in its favor, but these objections have nearly disappeared.

Give us the township system.

I. W. Morley, *County Superintendent.*

SHAWANAW COUNTY.

(no report.)

SHEBOYGAN COUNTY.

I forward to you a general report of the condition of the district schools in this county, their progress and improvement.

1st. But four new school houses have been built during the past year, and not so much progress made in improving the appearance of those already built, and supplying them with suitable seats, desks; charts, etc., as ought to be made, owing to the fact that our attention has been given to the war. In building, especial pains has been taken to make them convenient and comfortable. Several districts have delayed building until more favorable times.

2d. There is but one graded school—located at Sheboygan Falls, has three departments, and employs four teachers—in this county outside the city of Sheboygan. It is well sustained. The villages of Green Bush and Plymouth, each employed two teachers last winter, and it is to be hoped that permanent graded schools may soon be established there, and also at Gibbsville, Hingham, and Glenbeulah.

3d. At the public examination of teachers in April last, I required 60 per cent correct answers for a third grade certificate.

Out of 201 applicants who applied, 54 passed high enough to receive a third grade certificate, and one a first grade; but several of this number, acting their profession during the examination, received a certificate for only six months. The interest felt by teachers, parents, and friends of education, is steadily increasing. The present system of County Superintendents has set teachers at work to qualify themselves. Competent, en-

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ergetic, *working* teachers command good pay and steady employment; but those who keep school because it is easier and pays better than washing dishes often fail to get schools. This is as it should be. The system of changing teachers, which has done much to make schools backward, is being done away with.

4th. The average attendance has, considering the scarcity of help, been good; and scholars, except in backward districts, are well supplied with books. Various methods have been tried to secure a large attendance, each having its good point; but those teachers, who have urged the parents to assist them, have succeeded best.

5th. Patrons are beginning to learn that upon their frequently visiting the school, conferring freely with the teacher, and exhibiting a lively interest in the progress of the scholars, as much depends as upon the teacher. Many have supposed that *their* work was done when a teacher was hired, and the necessary books furnished; but I am glad to see that this opinion is giving way. I have, during the year ending January 1st, 1865, visited 126 schools, and find them making good progress.

6th. The Township District System will, I think, supply the only link necessary to make our school code perfect. Those who have given the subject any thought, must have felt that something was needed to make our school system work, that the system of district organization was ruinously expensive and tended to keep small districts backward. The Township District System will remedy these evils, by having to support a less number of schools—for school houses may be so located in every town as to save 20 per cent. and, at the same time better accommodate all the children—by making a greater uniformity in the schools, and doing away with many small districts that cannot afford to keep a school for more than three or four months during the year, and that only by employing a "cheap teacher." Those miserably uncomfortable houses, with a single row of benches on three sides, would give place to houses built and furnished with a view to the *comfort* and convenience of the scholar.

I trust the next Legislature will enact such laws as will give us the benefit of the Township System soon.

H A. Forbes, *County Superintendent.*

TREMPEALEAU CNUNTY.

(NO REPORT.)

VERNON COUNTY.

(NO REPORT.)

WALWORTH COUNTY.

In compliance with your circular of Aug. 30th, I herewith submit the following brief Report of the condition of the school interests of this county.

Since the date of my last report, there have been built two neat and commodious district school houses, which supplant as many dilapidated structures, that were formerly used for school purposes; also, in addition

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to these buildings, the people of Geneva and vicinity have erected a very convenient and commodious seminary, on an eminence overlooking Geneva Lake, at an expense of nearly $5,000. It is generally understood that this seminary is designed, in a great measure, to fit and prepare teachers for their important duties in our district schools. Several districts have repaired or "patched up" their "temple of learning," waiting for a more propitious season to build.

The number of graded schools in this county remains the same as reported last year; they are eight in number, and are conducted by successful and experienced teachers.

There are but few, if any, other districts in the county that could profitably sustain a graded school.

Since my last report I have examined three hundred and five applicants, and have granted seven first grade; 6, second, and 233 third grade certificates; of these, 57 are employed in the same schools as during the previous year. 94 have no other employment, and 89 have been engaged in teaching during the year.

The general average of punctual attendance of the pupils of the schools of this county, while members of the schools, was nearly 80 per cent., and yet when we take into consideration the number of children of the county drawing public money, the punctual attendance upon our schools is alarmingly small.

The general deportment of the schools has been good, very good, with a few rare exceptions, during the past year.

In some districts there is a manifest deficiency of books, while generally the pupils are well supplied.

During the past year the interest manifested by the patrons of the schools has been of that passive nature, which is usually visible at the annual school meeting in voting the necessary funds to conduct the schools successfully through the coming year, and in sending their children during the session of the same.

The visitations of the patrons of the schools have been less frequent than in former years, owing probably to the fact that the minds of the people are so engrossed in watching and sustaining the Government in its efforts to put down this unholy rebellion.

So far as the Township system of school management is concerned, I most unhesitatingly recommend its adoption in Wisconsin, as I have seen its good effects in my native state, where it has wrought many changes for the better in their school system. It is generally conceded by the friends of education in this county, that its adoption would be a step in advance, and it is to be hoped that the Legislature elect will incorporate it into our school laws at the coming session.

Finnally, would we save our state from corruption, our country from ruin, we must educate with all the thoroughness which the interests at stake demand, both the minds and the hearts of the children in the schools.

The present peril that hazards the unity of the nation, arises from the ignorance of large masses of the people, and the institutions and laws designed to keep them in ignorance, Freedom and intelligence, moral and intellectual, *are* cause and effect, foundation and superstructure

The temple of freedom, no more than the temple of righteousness, can

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stand on the "hay, wood and stubble" of darkened minds. The denial of knowledge to the mass of the people, is certain death to a Republican Government. Cherish, then, the Public Free Schools as the bride does her jewels. Honor the teachers in them, as most worthy of encouragement and respect, then, whatever madness may seize, or judgment visit other portions of the nation, where knowledge is sealed up and law forbids instruction, the warm sunshine of a favoring Providence will make our fields fruitful and fragrant, and intelligence and virtue will make our homes happy and secure.

A. J. Cheney, *County Superintendent.*

WASHINGTON COUNTY.

The schools of the County of Washington have improved very much during the last year, in attendance as well as in scholarship. The different Districts of the County raised money enough to make their school houses more comfortable to the pupils as well as to the teachers, and where those school houses that they intended to build during this summer are not even commenced, so does this not depend upon the good and earnest will and wishes of the inhabitants of those places and districts, but on the high prices of all materials and on the high wages asked by the laborers.

As soon as this present war is settled, our schools will flourish more than ever, for many of our ablest young teachers have changed their books and pens for the musket and sword. When returned they all will, it is hoped by their friends and patrons, again cling to the noble work of the education of the children.

I examined during the previous year 281 teachers, and 216 certificates of the 2d and 3d grade were granted. The average standing was from 6 to 7 on the adopted scale. The patrons of our schools are entitled to many thanks for the interest they took in the improvement of our schools and the assistance they gave to this office to get more influence upon those who are yet too indifferent towards our schools, our teachers, and the education of our rising generation.

Yours Respectfully.

F. Regenfuss, *County Superintendent.*

WAUKESHA COUNTY.

In compliance with yours of Aug. 31st, I forward the following special report:

1. School Houses. Our County is supplied with 118 public school buildings; of these 8 are positively good and commodious, 15 are comparatively good, that is, they are tolerable, 20 are absolutely intolerable and disgraceful to enlightened humanity. The remaining 75 fill the varying shades of gradation between the two extremes.

Two new buildings have been erected during the past year; but I regret to say that in size, arrangement and needful accommodations they are not up to the times in all respects. Two others are in process of building, one of which promises to be commodious and tasteful. Two houses, also, have

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been extensively repaired and newly seated. One has received an addition for a primary department.

The people "talk about building" and "intend to build" a large number of new and elegant school houses, "as soon as the times get a little easier." May the good time soon come.

2. Graded Schools. Eight schools in the county have two or more departments, and are gradually advancing towards gradation. Two of these have each three departments. Of the five having each two departments, three merge the primary with the higher during the summer term. Five or six other schools in the county would be greatly benefited by arranging for a separate primarv department, When a school averages sixty or more pupils, I have recommended the district board to place some 25 or 30 of the younger pupils in charge of a primary teacher. This arrangement has worked admirably in every instance, and I believe, given universal satisfaction. Pupils, teachers and patrons all attest its advantages. In one instance where the trial was made by renting a room in a private dwelling, for one term, a primary room was immediately added to the former school building. Others contemplate enlarging or building soon, to provide like accommodations.

This system of grading schools may with profit be adopted in nearly all of our towns and small villages. Nothing but mismanagement can prevent its success.

3. Teachers.—Ten public examinations have been held during the year. The number of applicants for license to teach has been 333. The number found entitled to first grade certificates was 5. The number found entitled to second grade certificates was 15. The number found entitled to third grade certificates was 236. Fifty of the third grade licenses were limited to six months—most of them on account of inexperience. Those who prove themselves possessed of "ability to teach," are entitled to an extension of their certificates for the remaining six months without further examination.

A moderate gain is apparent in the qualifications of the teachers of the county, as a whole, over the past year: a very marked advancement has been made by those who make teaching a business. These teachers improve their opportunities, they read the Journal, they are found at the institute, teacher's association, and at the school room before 9 o'clock.

Comparatively few remain a second term in the same school, and fewer still a second year. Five teachers have continued each two years in their respective schools, and it is worthy of note, that no more prosperous schools are found in the county.

4. Pupils.—The general average of punctual attendance is in advance of the preceding year. Still it is far below what it should be. In point of deportment, I am most happy to say, a decided improvement is manifest. I come to this conclusion, not only from what I see of the pupils in the school room and at their sports, but from the representation of teachers and more especially from the absence of much of the obscene caricatures formerly so abundant in most public school buildings. It is true, in this county, that our school buildings suffer less at the hands of the pupils than in former years. I insist upon the teachers attending to matters of this nature with untiring diligence.

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Very little complaint is made for lack of books. Some are troubled for want of uniformity. We are more in want of slates and good blackboards than books.

5. PATRONS.—I regret to say that in a majority of instances more want of interest than interest is manifested by the patrons. Still there are in nearly every district a few exceptions, in some, noble exceptions.

What we need most of all things in our common school is a healthy public sentiment on this subject. When this is right, it will right all other wrongs.

I am endeavoring, with the co-operation of many earnest teachers of our county, to call attention to the importance of patrons visiting and becoming interested in these things. We do this in part by holding pic-nics in summer, and in winter, gathering several schools or parts of schools at convenient times and places, thus bringing teachers, pupils, and often a tolerable number of the parents, together. On these occasions, and in evening lectures, I endeavor to bring this subject home to the people, showing them how indispensible is their co-operation with the teacher.

6. The Township District System was discussed at some length at one of our County Teachers' Associations. Several gentlemen of experience and observation who have witnessed the workings of this system in other states, bore uniform testimony to its superiority. I doubt not that under its workings our school buildings would speedily improve. It would also tend to elevate many schools now much neglected. I see no reason why the cause of education would be retarded in any community, if suitable provisions were made whereby those localities possessed of more than an average share of enterprise in educational matters were allowed to appropriate funds for the support of the schools in their respective sub-districts.

7. SUGGESTIONS.—Space admits of my making only two suggestions. And, first, in my judgment, the time is at hand when children under six years of age should be excluded, by law, from our public schools. On this subject all educators are agreed. The health of the child. its future progress in education, and the attention due from the teacher to other pupils of proper school age, all demand it.

My second suggestion relates to the distribution of the school fund. Could the income of this fund be distributed on the basis of number of days the pupils attend school, instead of the number of children between the ages of four and twenty years, a premium would be offered on attendance. This would doubtless have a powerful influence for good, on the number of pupils attending school and the regularity of their attendance. Such a result would be of inestimable value to all our schools. And who is prepared to show that this is not the most equitable basis on which such money could be distributed? An amendment of the State Constitution is needed so as to enable the Legislature to make the desired changes. but the subject can be agitated, and the minds of the people prepared for them.

A. D. HENDRICKSON, *County Superintendent.*

WAUPACA COUNTY.

Having held this office only since the first of September last, I am unable to give satisfactory information upon some of the points about which it is desirable that I should report.

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1. School Houses.—I know of only two school houses built during the year; one of these is a good frame building, the other a log buiding. Several of the old buildings have undergone a thorough course of repairing, and have been rendered at once more comfortable and attractive. A few of the schools have been supplied with one or more maps during the year, but there are still many schools poorly provided for in this respect.

2. Graded Schools.—There are three graded schools in successful operation in this county, one of these has three departments, the others two each. A union of two districts has been formed at New London this fall. There will be at least three departments. A degree of interest is manifested for the welfare of schools, which considering *the times*, is certainly creditable.

Teachers.—I have examined forty-five applicants for certificates, at the regular public examinations; the number of certificates granted is as follows:

Third grade, twenty-nine.
Second grade, six.
First grade, two.

To supply a deficiency of teachers, on account of many of our male teachers having entered the army, and others having left the county, I have issued three district certificates to those who came nearest the required standing. The benefits of normal schools are clearly seen in this county. Those teachers who attended Mr. Wernli's normal school last fall, in nearly every instance, pass good examinations, and a very large proportion of them teach excellent schools.

The educational interests of this county have steadily advanced during the past three years. Teacher's associations have been organized in many parts, which have done much to improve the teachers and to awaken an educational interest in towns where they are held. The teachers of this county, by patient study and continued application are becoming more efficient, elevating their profession and securing the respect of the community at large.

J. K. McGregor, *County Superintendent.*

WAUSHARA COUNTY.

1. School Houses.—But little has been done in the way of building and repairing school houses during the past year. A new house has been built in District No. 5, in the town of Aurora, which reflects credit upon the inhabitants of the district. It is hoped that other districts in the town will be led to emulate their example. The people of the village of Pine River are just completing the addition to their house noticed in the report of my predecessor, and a graded school is to be established during the coming winter.

2. There are but two graded schools in the county, though there are perhaps a dozen districts in which one might be maintained with advantage and true economy. Under the township district system, the benefits of graded schools would be realized much more extensively than at present.

3 There have been no applicants for first grade certificates. For certificates of the second grade there have been seven applicants, five of whom

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have been successful. Ninety-seven persons applied for third grade certificates, sixty-eight of whom were successful. I believe there is a growing feeling in favor of employing successful teachers, though I have no means of ascertaining, with any certainty, the number employed during the past year.

By a careful examination of teachers' registers, I am led to believe, that the attendance of pupils is generally good throughout the county, with the exception of those places where wild berries are found in abundance. If not out of place, I would suggest a remedy for this state of things: Let the children be encouraged to cultivate such small fruits as are easily raised in gardens; these could be gathered before and after school, thus giving all necessary time for intellectual improvement, and at the same time cultivating a taste for the noblest employment of mankind. In some schools I have found a lack of books. In one school I saw a class of ten scholars with but one reading book. But this is not a general fault. There is more want of judgment than of liberality on the part of parents in supplying children with books. Many districts have an overplus of "Astronomies" and "Poetical Geographies," procured at a high cost from wily tongued agents, while the teacher has to labour under great disadvantages through the want of books absolutely necessary. Under the system of changing teachers, so prevalent in this county, a much more expensive class of books is in use than is needed. Scarcely a school can be found in the county without its "fifth reader class," the majority of whose members would fail to render a newspaper article intelligible, or its "Algebra" or "Higher Arithmetic" class, to which you might appeal in vain for a correct solution in mental arithmetic. This evil is owing, in a great measure, to a foolish and false ambition on the part of parents, who think to crowd their children beyond their capacity, and are sure to realize the truth of the adage: "The more haste, the less speed." Neither are teachers free from blame in the matter, as many of them are anxious to achieve a reputation for "taking scholars through the book," and are too willing to bestow undeserved commendation upon pupils. I speak earnestly on this matter, for I know it to be a serious evil, and one which would be quickly remedied if its extent and mischievous tendency were once understood.

5. There is much *general* interest manifested on the part of parents, but it is *too* general to produce very *special* results.

CHAS. B. SKINNER, *County Superintendent.*

WINNEBAGO COUNTY.

(NO REPORT.)

WOOD COUNTY.

In compliance with your request, I submit for your consideration the following brief statement in relation to the schools of Wood County. There has been, with one or two dishonorable exceptions, a general disposition on the part of both parents and teachers throughout the county to unite their efforts with mine in aiming to secure the best interests of the schools. Although but little is directly done by the people to encourage

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the teachers, yet the uniformity with which they grant their requests, vote their supplies, furnish their children with books, indicates more than words, the estimate which they place upon education.

Many quite important improvements were made during the past year, even more than could have been expected, considering the present times, several districts have levied a tax for outline maps and charts; and globes have already been furnished to some of the more prominent districts.

One neat and capacious house has been erected, and several others have been improved and made to appear more friendly and homelike.

There are but two districts with graded schools in the county. One with two and the other with three departments. The school in Grand Rapids, as it is now being conducted by Mr. Jackson, (as principal) is meeting the pressing wants of the county; is a thorough graded school, and exhibits very clearly the great advantages which may be derived from the same; and although some trouble originated in this district, which, during the first part of the year, marred and disturbed its progress, and excited prejudice in the minds of some against the policy of a graded school; still when it was seen that this unpleasant state of affairs was more the result of injudicious efforts by an inefficient teacher than from any imperfection of the theory itself, they mainly passed away, and with them the petty jealousies and local strifes originating therefrom.

A normal Institute was held in the spring of 1864, and continued its session nearly four weeks, under the principal care of Rev. J. W. Harris, a leading educator of the county, which evinced clearly the valuable results of proper normal instruction. There was also an Institute held in the fall of 1864, conducted principally by myself, assisted by H. C. Jackson and Henry Tyler, at which time there was a marked interest and general good professional feeling manifested; by which combined course of instruction of the two Institutes, we have had the good pleasure of raising the standard of qualification at our public examinations of teachers, (which, by the by, have been held twice during the year, and in strict conformity with the advice of the State Supt., and in compliance with the school law), and at the same time have been relieved of the embarassment of issuing district certificates, to a great extent; a most desirable result considering the circumstances.

It was our pleasure to visit all the schools in the county twice, (except one,) and the most of them three times during the year, and to occupy at least one half day in each instance, observing the general plan of instruction adopted. referring to errors where they appeared to exist, giving practical hints where it seemed necessary, and in some cases conducting the exercises, to exemplify more clearly what appeared to be the best method of imparting instruction in the various branches, and in all cases seeking out the wants and peculiarities of the different districts, the better to be prepared to administer to said wants by way of public lectures and private advice to both parents and teachers; and while in the discharge of said duty I have noticed several points worthy of consideration, some of which it may be well to mention, to wit:

1st. That there is a general lack of regular systematic visitation of schools, not only by teachers from other districts, but by school officers and parents.

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2nd. That the attendance of pupils has been much better than on former occasions, especially during the latter part of the year.

3rd. That there is an evil common to a portion of our county, which is the non-payment of taxes by speculators, by which many districts, although raising burdensome taxes for school purposes, have nothing to pay their teachers with except tax certificates or district orders, a sort of pay much to be deprecated, and they can not, even with the greatest effort, hire a first class teacher, and are therefore suffering under unpleasant difficulties.

4th. That there has been a disposition on the part of every practical teacher in the county to take the Journal of Education, when the matter has been brought to his notice.

5th I have seen the lack of enthusiasm, which would not be felt if parents took more general interest in the matter of education, and have found teachers laboring under the same embarassment, to remedy which, to a certain extent, it was decided at the county Teachers' Association to hold a series of public examinations of schools, in various parts of the county, comprising in some instances the schools of nearly three towns at one session. There were four such sessions held during the summer, in different parts of the county, at which times and places the most of the parents of the pupils who participated in the exercises were present, and thus a mutual benefit was derived by all present, and the effect has been most salutary upon all the schools which participated in said exercises.

G. F. Witter, *County Superintendent.*

REPORTS OF CITY SUPERINTENDENTS OF SCHOOLS.

About the middle of November a circular, similar to that addressed to county superintendents, was sent to each city superintendent of schools in the state. The replies received are given below:

CITY OF FOND DU LAC.

In compliance with your request I make the following brief Report of the condition of the Public Schools of this city:

1. A new building for the accommodation of the high and grammar schools has been erected the past season, and will be ready for occupancy about the first of January, 1865. The building is designed to accommodate 450 pupils. The cost when completed will be about $15,000.

2. Our schools are designed to be branches of one school, and are comprised in the following departments: One high and one grammar school; three intermediate and fifteen primary schools.

Three teachers are employed in the high, and three in the grammar school; two in each of the intermediate, and in one primary school; one in each of the other primary schools; making 28 teachers in all.

The schools are all graded, with the exception of two in sparsely settled localities. Into these schools the three grades of primary scholars, for the convenience of small children, are admitted.

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3. Eleven teachers are employed in the same schools as during the previous year. Eleven others were employed in our schools, but, for various reasons, were transferred to other departments. Six are new teachers here.

The average age of teachers is about 24 years. Experience 5 years.

4. Pupils. General average of attendance:

In high school, 97.4.

In grammar school, 96.1.

In all other schools, 87.5.

The pupils have generally been well supplied with text books. By resolution of the Board of Education, pupils whose parents are not able to purchase books, are supplied at the public expense. This number is not found to be large.

The number of scholars enrolled in the high school during the year was, 163.

In the grammar school, 136.

In all other schools, 2,115.

Total in all schools, 2,414.

5. On the part of parents and patrons there has not been that *practical* interest which is desired. When they have voted the means to carry on the schools, they too generally seem to think their responsibility at an end. I am sorry to report that very few are in the habit of visiting the schools. Frequent visits by parents would, I am confident, prevent many evils, and awaken a new interest in our schools. Is there any way to make them see their own interest in this matter?

GEO. B. EASTMAN, *City Superintendent of Schools.*

CITY OF LA CROSSE.

Our La Crosse city, of 6,000 people, half foreign, enrolls 1,290 within the school ages. About 40 per cent. of this number attend the public, while 30 per cent. are scattered in the private schools. A catholic school, with a new commodious building and six teachers, started off this fall with some 250 pupils. The Germans have supported two large separate tuition schools, one of which is now incorporated into the public schools. This diversion, or "scatteration" of school forces in a city of this size, shows faulty management somewhere.

Ten teachers—six principal and four assistants—are employed, in the two public buildings. The two grammar room teachers, (males) are paid $50 a month, and the other principals $30 a month. They range in ages from 16 to 26 years, with from one to six years experience. Our school terms foot up to about ten months yearly, yet grade very little, if any, above the average of the country schools. This poor showing for our city is partly explained by the fact of our frequent changing, without improving the stock of teachers; their small pay, and their neglect (in many cases) to get "posted," or to make betterments in themselves. Add to this, plain bare school rooms, no library, no apparatus to speak of, inattention of parents, the cause of our slow progress, or no progress, is quite apparent.

Mr. Thomas, recently from Binghampton college, has been engaged as principal of the 1st ward school, during the present fall term. His school room, or his scholars, move; move very perceptibly. *He* has scarcely any

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use for text-books; he has much use for slates and black-boards; governs without scolding; has ideas of his own; carries them out; simplifies his classes; is systematic, and gives his scholars the short end of the working lever without their knowing it. We hope much from his labors and example.

F. A. MOORE, *County Superintendent.*

CITY OF OSHKOSH.

In compliance with your request, I submit the following information in relation to our city schools. The system adopted, and which we endeavor to fully establish here, is the graded system; and nothing but the lack of a proper high school building, prevents us from carrying it out complete.

No new buildings have been erected the past year, and no additions to any previously built, except in the 1st ward, This building, with the addition erected last summer, at a cost of $3,300, will now seat 350 scholars. Four teachers are employed in this school, two primary and two intermediate; there being two grades in each department.

We have one good and convenient school building, in each of the other wards, capable of seating about 175 pupils,—each school under the charge of three teachers, and divided into primary and intermediate.

As to punctual attendance, deportment and scholarship, I give you the general average of each school for the summer term, which is a fair average for the year.

HIGH SCHOOL.

Average	Attendance,	.95
do	Scholarship,	.89
do	Deportment,	.99

FIRST WARD.

Average	Attendance,	.97
do	Scholarship,	.98
do	Deportment,	.96

SECOND WARD.

Average	Attendance,	.90
do	Scholarship,	.95
do	Deportment,	.95

THIRD WARD.

Average	Attendance,	.54
do	Scholarship,	.95
do	Deportment,	.97

FOURTH WARD.

Average	Attendance,	.97
do	Scholarship,	.94
do	Deportment,	.96

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FIFTH WARD.

Average	Attendance,	.80
do	Scholar-hip'	.90
do	Deportment,	.98

Our High School, under the management of Mr. J. H Bates, as principal, and Miss Marian Cooper, assistant, has reached a higher degree of efficiency and discipline, than was ever contemplated by its most sanguine friends.

It is largely patronized by the larger scholars from the country, particularly those who are fitting themselves for teaching. We have a fine apparatus, both philosophical and chemical, purchased mostly the past year, at a cost of about $500.

All the teachers in our schools, 18 in number, are females, except the principal of the High School, and we are well satisfied with them. Some have been in our employ for over 6 years, and but 3 less than two years.

School *masters* are played out, here.

We have no scholars not provided with proper text books.

The blank form enclosed explains itself. Nothing we have ever introduced to stimulate the ambition of the scholars to obtain a clean record, has succeeded so well as this. As these certificates are taken home by the scholar at the end of each month, for signatures, their standing is brought directly before the attention of the parents, and their co-operation is thereby secured in establishing in their children. habits of punctuality, study and meritorious conduct.

K. M. Hutchinson, *City Superintendent*

The blank above referred to, is here given.

OSHKOSH PUBLIC SCHOOLS.

Monthly Report of a member of the Department of the ward, for the term com 186

MONTH ENDING.	ATTENDANCE.				Attendance Average.	Scholarship Average	Deportment Average.	General Average.	Signature of Parent
	Punctual.	Late.	Excused.	Absent.					

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The highest degree of excellence in the average columns is denoted by the No. 100. Ranks from 95 to 100 may be regarded as highest; from 90 to 95, high; from 80 to 90, mediate; from 70 to 80, low; and below 70 as lowest.

Deportment should rank 100.

The parent or guardian is respectfully requested to examine and sign this report and return it by the bearer. It is hoped this examination will be more than a formality, and that it will be a means of improving the schools.

Assistant Teacher. *Principal.*

CITY OF MADISON.

In reply to your enquiries I would say:

1. No new school houses have been built in the city during the year, but important improvements have been made in some of those already constructed. These improvements consist mainly in an increased supply of blackboards, maps and charts; in the construction of walks and fences; the planting of shade trees, and the re-construction of out-houses.

2. We have three graded schools of three departments each, and a central grammar and high school, accommodating in the aggregate about seven hundred pupils. The general character of these schools is believed to be fully up to the average. Here, as elsewhere at the present time, the primary and intermediate departments are over-crowded, while some of the gammar departments are only partially filled

3. Thirteen teachers are employed in the city schools, only five of whom are in the same departments as last year. although ten have had previous experience in the city schools in other departments. One of the number has been in the employ of the board seven years.

The average age of our teachers is *twenty-five and one-half* years, and their average experience is *six and one-half* years.

4. The attendance is *ninety:two* per cent. on the average membership—membership being determined as in the Chicago public schools.

The general deportment of pupils in the school rooms is good. There is some truancy, and less attention given to deportment of pupils outside of the school room than there should be. In this respect, however, there is at present a manifest improvement

Few, if any, are unsupplied with text-books. The needy are supplied by the city Board of Education.

5. Very little interest is manifested in the schools by citizens at large or by parents. There are some causes for this apathy here at the State Capital, which it is believed, do not exist to the same extent elsewhere. Political and other assemblies; the meeting of the Legislature; the arrival and departure of troops, etc., tend to draw public attention from the schools, and at the same time cause much absence, tardiness and truancy of pupils.

Total number of visits to the schools during the year, 2,071, of which 381 were parental.

More than one-half these visits were made on the "last day of the several terms.

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6. Among the many things that might be named as necessary to make our schools efficient and our people intelligent and enlightened, the following, it seems to me, are especially needed:

1. The inauguration of the township district system.
2. The establishment of a public library in each township.
3. The apportionment of school moneys on the basis of school attendance.

W. M. Colby, *Superintendent of Schools.*

CITY OF MILWAUKEE.

1. The number, cost, etc., of the school houses in the city you will find in my report to the County Superintendent.

The only buildings erected during the past year were additions to the Round House, in the Sixth Ward, and to the Teutonia Street school house in the Ninth Ward, at an expense of about one thousand dollars.

2. The number of graded schools is nine, one in each ward, containing three departments each. There are also six branch schools, located in the suburbs. These are not graded schools.

3. There were seventy-seven teachers employed during the past year. Of this number nineteen were new teachers in the city, though many of them had taught previously. Twenty taught in the city two years. The remainder have taught from two to thirteen years. The youngest is seventeen years, the eldest forty six—average age about twenty-four or twenty-five.

4. The general average of punctual attendance is 85 per cent. The general deportment good during the year. A few cases have been reported to the office. They were mostly of a light nature, and easily settled by consultation with parents.

5. The interest taken in our schools by the citizens is not what it should be, nor what the real merits of the schools deserve. The number of visitors during the year was 594.

6. In reply to your last question, I would say that there are three causes operating to prevent the advancement of our schools. *First*—The want of primary school accommodation. Though we have large and beautiful school houses, yet our primary departments are over-crowded, containing from 200 to 400 scholars each. Our teachers over-worked, and the foundation of our whole system injured by the want of a few thousands wisely expended. *Second*—The want of a High School. Upon this point, I feel that it is not necessary for me to say one word. Every intelligent educator can see the necessity; if our wealthy citizens would pay by the way of a tax one-half of what they are willing to pay to support private schools, our whole city would be benefited and their children better educated. *Third*—Want of co-operation and unity of action among our teachers. We have no teachers' meeting in the city. When I was appointed Superintendent I sent a written communication to the School Board. asking them to adopt a rule requiring the teachers to hold regular meetings for their own benefit as well as the improvement of our schools. I am very sorry to say that the communication did not meet with a favorable reception, and the matter was dropped. I think these three are the

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serious obstacles in the way of the advancement of our schools. Our teachers are faithful and industrious, but do not work together, or upon any well defined system. But little can be done in our primary departments for want of room. The High School, I trust, will one day be obtained.

EDWIN DEWOLF, *Superintendent.*

CITY OF PORTAGE.

Since my last report we have made important additions and improvements to our school buildings, enlarged our school grounds, graded the schools more perfectly, increased the number of teachers, and we trust improved their advantages.

The work of improving our schools commenced several years since and has been steadily prosecuted. Our people cheerfully submit to heavy taxation for the purpose, expecting to reap their reward partially in the present, but more fully in the future.

The new brick building mentioned in my last report has been so far completed as to be occupied by the high and grammar schools. In the second ward, two valuable lots, centrally located, have been purchased and the school house formerly occupying property not owned by the city, has been removed to them and so enlarged and improved as to accommodate an intermediate and a primary school. The city, now, with a single exception, owns all the buildings and property occupied by her schools. The value of her property may now be safely estimated at $12,400. In 1859 it was estimated at $1,550.

During the year the grading of the schools has been changed. At present they consist of a high school, a grammar school, three intermediate schools and three primary schools, under charge of the following teachers in the order named. Prof Jas. H. Magoffin, assisted by Miss Abby O. Briggs. Mrs. Agnes N. Cornwell, assisted by Miss Luthera B. Waldo. Miss Maria Austin, Mrs. M. S. Ege, Miss Susan A. Waters, Miss Fanny E. Waldo, Miss Eliza Hunter and Miss J. Kate Miller Eight of these have been in the employ of the city many years. Two were employed this year for the first time. The majority of them are over 30 years of age, and all bring to their work the experience of years in teaching. As a rule we avoid changing our teachers unless it is manifest that our schools are to be benefited by such change, We have only parted with one of the number steadily employed during the past year, Mr. Geo. F. Richardson. He left us for government employ. For many years he had proved himself a a most thorough and efficient teacher, and we parted with him very reluctantly. As it takes time for teachers to acquire a knowledge of the mental, moral, and physical characteristics of their pupils, as well as the peculiar wants and notions of their patrons, when this knowledge is well acquired, competent and faithful teachers ought not to be dropped for any slight cause. Besides, permanency of employment strengthens the influence and elevates the character of this meritorious profession.

There were 1198 names on our school registers the past year. The average attendance was about 500. The general deportment of the pupils was good. Text books are furnished where parents or guardians are una-

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ble to provide them. The appropriation for this purpose amounts to about $20 per annum.

The patrons of our schools seldom visit them. This is the more to be regretted as many of them are among our most prominent citizens, who have had considerable experience in teaching, and might make many valuable suggestions. I have no means of determining the number of visitors during the year, but believe that hereafter it would be well to have them registered. Teachers from other schools occasionally call, they are always welcome visitors.

Further improvements are in contemplation. At present our schools are well filled. More school room is required and more teachers should be employed We are also in need of more school room furniture and a school library. The utility of our schools is, however, much impaired by *absenteeism.* Patrons seem unconscious of the importance of punctual attendance. During the present term the attendance has been much improved by the establishment of a single daily session. The pupils are less tardy and remain during the day. Besides it gives them more time, night and morning, for such duties as may be required of them at home.

Notwithstanding all that has been done, something is still wanting to awaken many to the value of our school privileges, as well as more fairly to equalize our school expenses. There are many parents that never send their children to school, or if they do, it is for a very brief period during the year; there are others that manage to secure the full benefit of our schools without contributing anything to their support; while there is still another class that are forced to pay large amounts without having any children to be benefited by them. Now in order to secure a large attendance as well as to equalize the cost, would it not be well to require by law a registration of all children of school age, and to impose a nominal tax on them, to be paid by their parents or guardians for school purposes? Would not such registration and tax (in addition to the one now levied upon property) increase our school monies more fairly equalize the cost, and by bringing the matter directly home to parents, tend to secure a fuller attendance of pupils? Privileges, however valuable, are not always appreciated if enjoyed without cost or trouble.

HENRY B. MUNN, *City Superintendent of Schools.*

CITY OF KENOSHA.

1. We have built no new school houses, nor have we made any improvements in those formerly built.

2. All the schools are graded: commencing with sub primary, one room; primary, three grades in three rooms with one teacher in each; intermediate, three grades, as above; two grammar schools of same grades in different parts of the city, each containing two classes, called A and B classes; it being expected that the scholars spend two years in the grammar school; and the high school, four classes, with a course of study designed to cover four years.

3. The number of teachers employed is 13. Eight are the same as employed last year and five are new teachers in our schools, although possessing some previous experience. The average age of the eleven female teach-

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ers is perhaps 20 years; of the gentlemen teachers perhaps 30 years.

4. The general interest manifested in the schools by parents seems highly satisfactory, although this interest does not manifest itself in as frequent visits to the schools as could be desired.

I enclose herewith a copy of the revised school regulations, published during the past year.

The principal change in the course of study is the removal of mental and moral philosophy from the high school, where heretofore those studies have been pursued for the last two years of the course, and the substitution of English and American History, and the history of English and American Literature.

More attention than heretofore is also given in the high school to reading, spelling, penmanship and grammar.

F. H. Head, *Superintendent.*

CITY OF SHEBOYGAN.

1. Our school houses remain the same as last year, with no improvements beyond ordinary repairs.

2. The schools of this city are arranged in six grades; the sixth grade is the third primary department of three classes, in which the instruction is almost entirely oral, combined with the National Primer and 1st Reader. The 5th grade is the 2d primary department of two classes, embracing 2d Reader, Primary Geography, &c; the 4th grade is the 1st primary department of two classes, embracing 3d Reader, Primary Arithmetic, Monteiths Manual of Geography, &c.; the 3d grade is the intermediate department of three classes, embracing 4th Reader, Int. Arithmetic, Geography, Writing. &c.; the 2d grade is the Grammar department of two classes, embracing 5th Reader, Arithmetic, U. S. History, English Grammar, Physiology, &c.; the 1st grade is the high school department of four classes, embracing a thorough course, such as is usual in the high schools of this State.

In the primary departments, especial importance is given to oral instruction, and teachers are hired with particular reference to their ability in this direction. In the intermediate and Grammar departments, we insist upon those more common things, such as the great bulk of our scholars must have and must get before they are sixteen years of age.

3. We employ ten teachers. Six of our teachers were with us the last two years. They will average 14 years of age, and have had from one to fourteen years experience, probably will average five years each.

4. Our report for this term, show a registration of 718 names, with a daily average attendance of 621. Our per cent. of punctual attendance, varies in different departments, from 80 to 98, general average, 96. We have no scholars unsupplied with books.

5. The people are very much interested in everything pertaining to their school. We have the best building in the state, north of Milwaukee, and the tax is voted regularly and cheerfully. In nearly two and one-half years I have not had a single instance in which I have not been fully supported by parents, in the discipline of their children. I make it a point to communicate freely with the parent, concerning the progress of the child, and

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have always received a cordial support in school, and a hearty welcome at the fireside.

Yet, I think this people neglect one most important auxiliary to the best success of their school, by neglecting to visit it only upon examination and exhibition day. These are well enough in their place, but they can never take the place of the frequent, social visiting of the school by parents.

I would urge some measure to secure a more uniform standard of teachers' examinations. In this county, less is required to obtain a certificate, than to enter our third grade. I can do nothing in normal instruction for the county at large, because the teachers can pass without it.

I have never been in favor of an elective county superintendency, and I am less in favor of it now, than ever. They should be appointed by some authority who will examine their qualifications for so high an office.

Cannot something be done to systematize our text-books? We should have a uniformity throughout the county, at least, throughout the State would be better. I will send you our blanks, &c., as soon as the new ones are completed.

S. D. GAYLORD, *City Superintendent.*

CITY OF RACINE.

1. No changes have been made in school houses during the past year, beyond usual repairs.

2. In the gradation of schools there are
   One high school,
   One grammar department,
   Six intermediate departments, and
   Nine primary departments.

A system of gradation or classification is commenced, which will, when complete, arrange the intermediate and primary pupils in eight classes or grades. In each of these grades it is intended that the same subjects shall be taught at the same time, and in the same way.

3. The answers to this query will be found in the following table:

No. Teachers.	Previously employed in Racine.	Employed last year in same sch.	Av. Age.	Av. Yr's Ex.	Salary.
*1	1	1	35	14	$1,500
1	1	1	27	7	450
4	4	3	26.5	6.5	400
5	4	1	25.	6.	350
7	5	2	22.5	2.6	300
7 assist.	4	3	20.5	1.3	200

4. The general average of attendance for the last year was,

	Fall Term.	Winter Term.	Spring Term.	Total.
High school, per cent.,	98.	99.	96.	97.6
Grammar dept.,	97.9	97.6	95.6	97.
Intermediate depts.,	93.9	94.5	93.5	93.9
Primary depts.,	90.6	91.5	91.9	91.3
Average of depts.,	94.8	95.6	94.2	94.8
Actual per cent. not reckoned by departments,	93.2	93.8	94.1	93.7

* Principal and Superintendent.

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The general deportment of pupils has been satisfactory.

Some 30 are reported as not properly supplied with text books by their parents, or about 2 per cent.

5. The interest manifested by parents, though not as great as under former administration, is perhaps as much as could be expected during the present excited state of the public mind.

I am unable to give the precise number of visits made in all the schools, but from the data reported, the total is not far from 3,000.

S. H. PEABODY, *Superintendent.*

No special reports have been received from Appleton, Beaver Dam, Janesville, Mineral Point or Watertown.

COUNTY SUPERINTENDENCY.

It is now three years since the law, creating the office of County Superintendent, was passed. That it has advanced the interests of education in the state, is generally admitted, and were it possible to secure the services of men for this office, who possess the culture, character, energy, skill and tact necessary, there could be devised no means more efficient than this agency. The labors to be performed are arduous, and such men should be elected to fill this office, as are worth more than the meager amount now paid.

These officers have, during the past year, cordially co-operated with the State Superintendent, in all plans for advancing the interests of education. Their work has been most useful, and, in many instances, most efficiently performed; the sacrifices they have made are creditable to them personally, and deserve the gratitude of those for whose good they have been made.

On the 19th of November, the following note was addressed to Hon. J. L. Pickard, Superintendent Chicago Public Schools:

Hon. J. L. PICKARD,

My Dear Sir:—Your resignation of the office of Superintendant of Public Instruction, in October last, so generally regretted by the people of this state, prevents you from making the sixteenth annual report, which your familiarity with our educational interests so well fitted you to prepare.—Permit me to request that you allow me to embody in the report from this department for the present year, such suggestions as you may find time to make, and to assure you, that by so doing, you will confer a favor upon the friends of education throughout the state.

I am very respectfully,
Your Obedient Servant,
JNO. G. McMYNN.

It affords affords me much pleasure to be able to embody the following reply in this report:

OFFICE OF SUPERINTENDENT OF SCHOOLS,
CHICAGO, December, 1864.

Hon. JOHN G. McMYNN, *Supt. Pub. Inst., Madison, Wis.:*

Dear Sir:—Your favor of 16th November is received, and its request shall be complied with so far as my time will permit.

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For the first two months of the year 1864 I was engaged in correspondence with the newly elected County Superintendents, and in holding personal interviews with them at points convenient of access to all. The object I had in view was to secure uniformity of action on the part of the superintendents for the first time entering upon the discharge of their duties. The severity of the weather compelled me to abandon one appointment at Appleton, as the roads were so blocked by snow that the trains were unable to run for a day or two at the time of the appointed meeting. At Milwaukee, Milton, Fond du Lac. Tomah, Durand, River Falls, Appleton, Boscobel and Oak Grove, meetings for conference were appointed, all of which, except the case mentioned above were met, and nearly all the superintendents invited attended these meetings. The meetings at River Falls and Durand were held in April in connection with institute exercises at the former place.

During the months of March and April I attended many examinations of teachers in different parts of the state. During these four months 24 public addresses were delivered by myself or my assistant—three in Rock county, two in Waukesha county, two each in Milwaukee, Jefferson, Grant and Pepin counties; one each in Dodge, Monroe, Sauk, Columbia, Dane, Crawford, Richland and Green counties, and three in Pierce county.

Between the middle of May and the first of July I was absent from the state, but was for a part of the time, engaged in consultation with educational men and in visiting schools in several of the larger cities of the east.

During the months of July and August I was occupied almost entirely in the duties of the office, anticipating the work of September so far as it could be done. For the institute work of September I employed my brother, J. C. Pickard, myself attending to all necessary correspondence. My resignation took effect Sept. 30th, thus bringing my labors to a close just as the annual reports from the several counties were beginning to come in. The material for the statistical report of the year is all in your hands. The books of the office show the condition of the dictionary account, as also of the library fund account.

The expenses for travel were unusually heavy during the year, amounting, with balance from previous years, to six hundred and nineteen dollars or nineteen dollars more than the appropriation for the year. From this it will be seen that for four years and nine months the traveling expenses of the department have exceeded by nineteen dollars the amount appropriated for that purpose for five years. In this account of course are included all expenses incident to travel, and which would not have been incurred but for the travel.

The catalogue of books in the library, made when I entered the office, may be compared with the library itself, and will show, I think, due diligence in its care and preservation. I have been compelled, in order to preserve the library, to refuse to all persons permission to borrow books. One book only had disappeared at the time of my leaving the office. In vain have I endeavored to trace it and to recover it.

I trust you found the affairs of the office in as good condition as they were at the time I entered it. It has been my effort and my pleasure to leave there such a record of my doings as will make it easy for my suc-

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cessor to ascertain the course I have pursued, that he may the more readily correct my errors, and improve upon my methods.

All appeals have been carefully numbered and filed, and the decisions upon the same are recorded in full.

A full index of opinions has been prepared, referring to the letters containing these opinions in full. All letters received will be found carefully filed with date of writing, posting, receipt, and answer indicated upon them.

I would here award to my faithful assistant, Mr. A. J. Craig, the credit due him for his excellent suggestions, timely aid, and cheerful co-operation in all efforts to make the work of the office systematic, orderly and prompt.

The uniform kindness of all who have been associated with me during the past five years will ever be remembered with lively gratitude.

For the reason of my resignation and for the expression of my feelings upon leaving the State to which I have been so long attached, and which has so repeatedly honored me with its confidence, I refer you to my letter to superintendents, teachers and other friends of education, published in the October number of the Journal of Education. I will address myself to the performance of the promise made in that letter.

Two words will express in brief the advice I would give teachers—AVOID EXTREMES.

And yet I am hardly content to leave you with so short a text, for our views may differ as to what constitutes extremes in education and in discipline.

You have often had urged upon you the necessity of being what you would have your pupils become. The fact that your pupils will *become* what you *are*, gives force to this advice. In no other way does the teacher so impress himself upon the pupils under his charge as by his example. It becomes us then to give due attention to this matter of *The Teacher's Personal Habits.*

Avoid extremes in dress. Ragged clothing, carelessness of attire, a generally slouched appearance are no worse than fancy cravats, massive rings, dazzling chains or tawdry ornaments. The one encourages neglect of the body, without demanding mental or moral culture; the other gives undue prominence to the body, while it sacrifices both head and heart. Plain and neat attire best suits *real men* and *real women.*

Every movement of the teacher speaks. Intelligent and refined patrons will be satisfied with nothing short of refined manners. Not like the refinement of the spider's web, which has for its sole object the ensnaring of its victim; but like that of the silk-worm's web, which is made useful to others, though not at the outset as showy or attractive. This includes quiet and orderly deportment which allures and wins, and forbids all stormy raving, coarse and vulgar boorishness, and careless postures in the presence of pupils or others, on the one hand, and, upon the other extreme, all simpering, silly affectation.

Teachers often put extreme estimates upon their own abilities. Some are forever harping upon their own merits, and others with an equal lack of good sense, continually and persistently decry themselves. The former will fail through lack of co-operation denied by a disgusted people; the latter will fail through lack of energy to dare and do.

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There is no class of professional men who can make more outside show upon less capital than teachers. Almost constantly associated with inferiors, and accustomed to authority, it is easy for them to pass into that state of hallucination which will suffer them to glory in their own greatness, and to grow into a belief that they are the embodiment of wisdom. Again, employed by men who look more to outside evidences of progress than to real and substantial growth, and feeling assured that their popularity must depend upon pleasing such men and flattering vain parents, they spend much time in preparing for holiday parades, and soon assume pompous airs while leading forth their little host in review. The eclat gained at such entertainments provokes the teacher to the belief that he has achieved a *merited* success, and his self-conceit is fattened. His forte is ascertained, and he grows only in that direction. The temptations are strong, and many, who might have been mighty, have fallen before them.

The opposite extreme is not as ridiculous or as blameworthy, but many a teacher failing to see immediate results is plunged at once into a slough of despond. He has mistaken his calling, and all labor therein becomes to him mere drudgery. A teacher of ordinary attainments, wishing to avoid these unhappy extremes, will modestly learn wisdom of others, and calm in the persuasion that he is laboring faithfully toward a right end in the right way, and by use of the right means, he patiently awaits results. One may dig deep in our Western prairies and find neither hazel nut nor acorn, and yet when fires are checked both oak and hazel bush appear. The true teacher well knows that when the fires of ignorance and superstition are kept off the cultivated mind, the seed planted there, though long and securely hidden, will germinate and grow to the blessing of mankind.

Intimately connected with the extreme views teachers take of their own ability will be found extreme views of the character of their work. But here the extremes all lie upon one side of what should be the golden mean. None can place too high an estimate upon the importance of this work. Many may fail to appreciate its value. One runs into the mad chase after physical culture as the *ne plus ultra* of education, and would make a giant with neither brain to direct to a proper use of the power gained, nor heart to be moved by sympathy with, or love for the many worthy objects in whose behalf this giant power should be used. Others, neglecting both body and heart, fill the brain with knowledge, which will be denied to all others and make of its possessor a selfish and dyspeptic misanthrope. Others toil at the heart of the pupil until they awaken there sympathy and love for the right and hatred for evil, but there is neither muscular power nor brain power to do what the pupil so keenly *feels* ought to be done, and in despair at the hopeless misery and incurable vices of this world the victim of mis-education either becomes a recluse in this wicked world, or hastens himself to some other, which he faintly hopes may prove a better world The proper and happy blending of these three extremes will bring the teacher back to his true position. President Hill defines a child to be "a will governing a body under the impulse of passion, and under the guidance of reason." This definition suits my present purpose. From this it will appear that the passions (including the affections) and the will are of no less consequence than the reason, nor would

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either be of much worth except as connected with the body. The vessel propelled by wind needs both helm and master. The steamer with engine needs both pilot and rudder. Helm and master can be of little service to an unseaworthy ship. Engine, pilot and rudder may the sooner sink a rotten steamer. The body must be the first care of every sensible teacher. All exercises of the school room must have due regard to the body, without whose healthy action all other powers must prove of less avail, whatever their degree of culture.

And yet physical training alone will not cultivate the mind nor save the soul. A complete master of Lewis' light gymnastics may be an ignoramus or a rake, or both. The grace and beauty this system most surely developes, w ll but make the fool less respected, and the profligate more dangerous. No sensible teacher will therefore make it the end of his work, but will use it as a very efficient means to a higher and holier end, the intellectual and moral culture of the being who dwells in the body, and makes it for himself a comfortable home.

The will must be trained, not broken. The child with a broken will is a steamer with an exploded boiler. The breaking of the will as it is attempted, and sometimes accomplished, by the Squeers class of teachers, emasculates the child and makes him an inoffensive and useless nobody. The will needs training.

There is no passion to which the human heart is subject that has not its use. Anger, hatred and kindred passions are not necessarily malevolent. Their exercise may be an act of benevolence when brought to bear upon proper objects and in the right way. God, the embodiment of all goodness, is said to exercise hatred and anger. These passions need to be cultivated, not smothered. Much of the mischief of little children, and of the waywardness of older children, comes from an attempt on the part of the teacher to crush out of the child that which is a part of his nature.

Understanding the character of his work the teacher may still mistake the capacity of his pupils. Here are dangerous extremes to be avoided. In nothing connected with the teacher's work is there so much to call out the exercise of common sense as in the estimate he places upon the capacity of his pupils. Precocious children are urged forward into an overgrown imbecility, while those of less mental vigor are chided into almost listless idiocy. "Crack scholars" and "crack classes" are too often paraded before a wondering public by a teacher, when ambition gets the better of his sense. Pride, haughtiness and conceit are thus fostered. Those, whose only fault is that of a more natural development, whose minds grow slowly while the body is attaining its strength and vigor, are driven back into the shade from which they are never called forth to feel the sunlight of a smile, or the cheer of a kind word. They cannot, and of course will not try. One class burns out quickly, the other smoulders out, for in their deep retirement they are fanned by no breeze, and stirred by no ambition. Oft as I have seen a class sacrificed to the vain attempt to pull or push the majority into an even pace with the few marked ones, I have thought of the gardener, who wishing to save time and expense, planted some flower seeds with his pole beans, that the stalk might serve as a support to the climbing bean. True to its nature the bean coiled spirally about the stalk of perpendicular growth and its reliance upon the sun-flower proved its ruin,

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for it had hardly fastened to its proud supporter before it was pulled up by the roots, and thus the more useful was sacrificed to the more showy.

While single individuals of any school may become great by the accident of station, the majority, and a very large majority, must be relatively small men. It is the wildest conceit in a teacher to see in every urchin before him a president or governor or congressman; and to be so possessed of this conceit as that his course shall be shaped toward a special fitting of these future magnates for their stations is the veriest folly. If, through fortune's freaks, any one of the whole number should be lifted into place and power, it is far better that his early training should have been such as to develop his goodness, his humility. The training of the child should have reference to the certainty of his manhood, rather than to the probability of his exaltation, to his actual rather than to his possible wants. Nor will he display a greater common sense, who, knowing that the large majority must be trained for ordinary duties, selects the few who are to be honored of men, and impresses upon them the sense of their importance. The embryo president, in the end, may prove a hungry waiter upon the table of his less promising schoolmate. Fortune will make a mock of all foolish predictions.

The true teacher will know no prodigies to laud, no dunces to berate. Convinced that minds differ, he will neither overtax the moderate, nor delay the non-active, but he will curb the child whose brain outruns the body, while he encourages, or it may be, goads the one whose body saps the brain. There is one extreme to which I must call attention in this connection. The mental digestive organs of our children must be of enormous size and power, if they prove adequate to the task imposed upon them by many of our extremists, who believe boys and girls of 13 can master, in the course of a few easy oral lessons, what the lifetime of Newton, of Cuvier, of La Place, Copernicus, of Prescott, and of other ripe scholars and thinkers was not sufficient for. In our mad haste to know the most of everything in the least possible time, we learn nothing well. While I admire the principle of oral instruction, and deem the introduction of what is called object teaching a great and desirable improvement, I would caution all against the extreme notion that this is the grand highway to knowledge, and that hereafter pupils have nothing to do but sit in luxurious coaches, while they are carried with railroad speed to the very summit of the hill of science.

Pestalozzi says: "The first object in education must be to teach the child to observe with accuracy; the second to express with correctness the result of his observations."

Both these objects require much long continued and patient labor for their attainment. No new systems of education will change in the least natural capacity, nor can we yet disprove the maxim, "there is no excellence without labor." Mind is about what it has been for centuries past. Methods have changed, but none have yet done away with the good gospel order of things—"first the blade, then the ear, then the full corn in the ear." I do not expect to live to see the time when mental perfection shall be the work of a day, or when mental activity shall no longer bear any relation to mental vigor. To accomplish anything one must labor. He may not tread the same road his fathers traversed, but his movements as well

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as theirs must be step by step. The hill of science has not been graded down, nor has the skill of man devised any easier route to its summit. The paths are more numerous and they are opened to more students, but each one who would reach the summit must toil as others have done before him. He who listens to pretty stories glibly told, or swallows crude ideas, sugar-coated that they may tickle the palate, and fancies that thus he is to be "borne on flowery beds of ease" to the end of his intellectual journey, will find himself still and forever at the foot of the hill. He must gird himself to the task before him. He may enjoy pleasant scenes, snuff sweet odors, taste luscious fruits, as he goes on, but he must himself go on if he would go up. That teacher who would persuade himself or his pupils that he can carry them around obstacles by a little object lesson detour, is a dangerous extremist. No part of the teacher's work requires so much hard study as that of preparation for giving a correct object lesson; such a lesson as shall impress truth upon the mind of the child in such a manner as to awaken his curiosity, to fire him with zeal in its pursuit, and to cultivate all his powers, by presenting and enforcing the necessity of their exercise. An object lesson should be so presented as not to satisfy the mind, but to awaken in it new thought, and thus lead it to more earnest seeking after truth. It should never diminish the labor of the student, but should demand greater labor and secure the supply of its demands through the interest awakened in the subject by its careful and proper presentation. Object lessons will not diminish the labors of the teacher, but will increase his labors, and those who expect an easier task because of the introduction of this principle into our system of education, may as well cease to aspire to the work of the teacher at once. I regard this method of instruction as valuable when properly viewed, and suitably prepared for, but as a very dangerous experiment in the hands of the unqualified, who attempt "to daub with untempered mortar." What shall be done? Shall it be thrown aside because effort must be made to prepare for it? No true teacher will for a moment listen to such a suggestion. Some will tire in the race and fall out. Some will prate noisily about some few qualities of objects, very improperly understood, and dream of success, but they will after a while awake to find it but a dream. Accept this improvement with a full purpose to make it an improvement. To accomplish this result you must spare no pains, shrink at no toil, yield to no discouragements, but press heartily and with single eye onward in the work you are determined to honor. In spite of the truth set forth by Dr Holland in his letter to Thomas Arnold Jones, labor to make "the larger view of teaching and of education," the prevalent view. Read what Dr. Holland says:

"It is astonishing how almost universally it is the opinion that education consists in the craming into a child's mind the contents of a pile of text books. I do not think that I exaggerate at all when I say that three quarters of the teachers of American youth practically consider fitness for teaching to consist in the ability to conduct recitations from the usual text books, and that three quarters of the people who have children to be educated regard education as consisting entirely in acquiring the ability to answer such questions as these teachers may propose from the text books in their hands. The larger view of teaching and of education is not the prevalent view. Teaching is conducted often by men who are not compe-

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tent to do anything else. They take up teaching as a preparation for other work. A man teaches as a preparation for preaching—as a stepping stone to something better—as a means of earning money to enable him to learn enough to do some other work. "*Fitness for teaching*" *seems to come a long time before fitness for anything else comes, and is certainly not regarded as indicating a very high degree of intellectual advancement.*"

Mistaken views of a child's capacity lead to other extremes in the manner of imparting instruction. Some expect too much of children, others give them very little credit for any intellect. Some help too little, others too much. Some give strong meat to babes, others dilute very much the milk they should have. In the former case, the digestive organs are destroyed by having too much to do; in the latter, they are worn out in the vain chase after something they may do. While I have no love for, or desire to see, infant prodigies, incessant, small, baby talk disgusts me. Those, who under the fancied necessity of *coming down* to the capacity of children, use the silliest twaddle, are as much to be pitied for their folly, as the man who, in addressing an infant class, asked them for "an epitome of a discourse" they had heard, and then fearing that the word "epitome" might not be thoroughly understood by them, politely told them, that it was "synonymous with synopsis"

Teachers should address children as if they had minds, but should remember, that they are children, whose minds as yet have little grasp. They should never use words that a child *cannot* understand, but may use words that a child *does not* understand if still within the reach of his comprehension.

But leaving *manner* of instruction let me glance at extremes in the *matter taught*. In this country everybody *calculates*. Calculation is with too many the end and aim of all education. You will find in the primary room *calculi* or small stones; a little farther on, the numeral frame and child's arithmetic; yet farther along, the slate and "ciphering book," day books, journals and ledgers, algebras, geometrics, and ending as you begin, with calculus the educated man becomes a calculating animal. This is well enough if you would make of a man an Arabic character or dollar mark. This I do not understand to be the design of our Creator, though, perhaps, some "cute Yankee" may think it would be a great improvement upon the original. This will serve as a sample of a class of extremists I would condemn, viz: hobby-riders. Whatever the name of their steed, they are narrow-minded extremists.

Here I may be met by the *eminently practical* man, who would teach nothing but that which may be immediately and directly used—the man of the Gradgrind stamp, who would neither paper walls nor carpet rooms, lest contrary to fact—flowers should be trodden under foot of men in sitting-rooms or parlors, or horses be found walking up and down the sides of rooms, or trees and houses be found standing there without support—the man made up of dry facts, hard, angular and repulsive.

God has given to all pupils fancy, imagination and curiosity. These are efficient helps in the pursuit of knowledge. They demand cultivation, or, it may be, restraint, but they should never be smothered under a dry load of practicalness. Again, school hours are not sufficiently long to war-

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rant the attempt to crowd the mind of the pupil with *all* the facts proper to be learned. It is better to give the more important or leading elementary facts, and so to awaken thought and excite curiosity, as to secure the acquisition of new facts after school days have ceased. Our text-books contain many things that are better forgotten than remembered. All contain much more than it is worth the while of any pupil to memorize. The least important often absorb the time that should be given to the more valuable. *Avoid extremes here,* for there is as much danger in discarding the book entirely, as in adhering to its every letter. The jewels must be selected from the mass—the things worth *remembering* selected—the things worth forgetting cast aside.

The road traveled repeatedly, becomes uninteresting to any one who has not his eyes and ears open. Some plod on in the same dull and prosy manner, year after year, with no new illustrations, repeating word for word the text-book used: others forgetting the past, rush after novelties till they leave entirely the path they should have trod, until they are lost in a wilderness boundless, monotonous and uninteresting. While it is absolutely necessary to preserve the same road, in the main, the teacher who would avoid extremes, will study out new attactions by the way, so that the *same* may appear to himself and his pupils a *new* way. It was my good fortune to listen to a course of lectures upon natural science, by a gentleman who had occupied the same place for more than forty years. He kept his heart young during this long period. His mind was ever fresh and lively. By close study, he kept pace with the advances made in each department of natural science, and came to successive repetitions of his annual course of lectures, with increased zest and interest. Long experience and practice had made his manipulations perfect, and I rejoiced often, as I heard him, that I was a member of his *fiftieth* rather than of his *first* class.

The field of natural science is perhaps better adapted than any other to the growth of the teacher, but there is no necessity for the tiller of any field becoming dwarfed and dried. Facilities for new illustrations multiply on every hand The true teacher will seek for, appropriate and digest such food as he may find after diligent search.

Variety of illustration is demanded by different habits of thought, and he who uses no others than those furnished by the text book he adopts will fail to reach a large class of his pupils Different minds reach the same result by different roads. *Physicians* adapt their medicines to the constitutional habits or the present physical condition of their patients. *Quacks* have one dose for every ailment, and each dose is pronounced a specific for every disease to which flesh falls heir

In the *discipline* of the school, as well as in its *instruction,* there are extremes to be avoided. The relation of the teacher to his pupils should be neither that of an overbearing task master or overseer, nor yet of an eaves-dropper at watch. Nor should he allow his pupils the license so freely used by those who would only "*be let alone.*" He must neither be cruel nor lax in discipline. *Consistent firmness,* tempered with kindness, will be his rule.

"A little knowledge of human nature is essential to the education of the morals, and to the deportment of the pupils. For the want of it, many a child has had his spirit chafed, his temper soured, and injury done

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to his disposition, which no knowledge acquired could compensate or atone for. It is one thing to govern a scholar, and quite another thing to lead the scholar to govern himself, It is one thing to subdue a child to right action by the rule, and another thing, by a little address, to lead him to choose that right action. The former educates his bad passions, making him impatient and malicious; the latter educates his better feelings in all that is lovely and of good report. The latter alone is education, in its only appropriate sense."

In all that pertains to the discipline of the school room, the order of good sense is, first what is right, then what is useful, then what is proper and, last of all, what is expedient. Whatever is right cannot but be useful and proper. Whenever but one course of action in any given case is right, that course is also expedient, and it is the only expedient course. When a choice may be made between several courses of conduct, either of which is absolutely right, then the most expedient may be the best. The philosophy that makes expediency the basis of right, and makes all virtuous action spring from policy, must inevitable fail to make men better. Those who have tried it have felt its fallacy. In all the work of a school room, the teacher of common sense will abide strictly by the right. From several right courses, he will select such as in general will best accomplish the end sought; from these he will choose such as are best adapted to the class of cases immediately before him, and between the proper courses he will decide upon that which will, in the particular case, most speedily produce the desired result.

The relation of the teacher to his patrons bears directly upon his success in the discipline of the school. He must be neither an *outcast* nor a *meddler*. He will neither *assume* nor *presume*. He will not show *conceit* nor undue *familiarity*. He will be neither *pedantic* nor *uncouth*. In all his intercourse with men he must be above others without impressing them with a sense of his superiority. "He may have more learning, but he certainly has less manners," was a remark I overheard a short time since, as I passed some workmen who were discussing the relative merits of two teachers.

The teacher should be a citizen in sympathy with those about him and conforming to the circumstances surrounding him. I cannot express, so well as is done by Dr Holland, what I would say upon this point. In his letters to Thomas Arnold Jones, from which I have before quoted, I find the following excellent advice:

"I wish to impress upon you the great truth that your excellence and success as a teacher depend entirely upon the style and strength of your manhood. The ability to maintain order in the school, and to conduct recitations, with measurable intelligence, is not extraordinary. It is possessed by a large number of people, but that higher power to which I have attempted to direct your attention is extraordinary. The teachers are not many who possess it, or who intelligently aim to win it. It is not a garment to be taken off like a coat, but it is the result of the loving contact of a generous nature with those great and beautiful realities of which the text books only present the dry definitions. The greatest naturalist of this country—perhaps the greatest of any country—is a teacher whose equal it would be hard to find among nations of teachers; and this is true, not

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because he knows so much, but because he is so much. No young mind can come within the reach of his voice and influence without being touched by his sublime enthusiasm. No pupil ever speaks of him, save with brightened or moistened eyes. I have heard women pronounce the name in many places, scattered between Maine and the Mississippi, and always in such terms of gratitude and praise that it seemed as if the brightest days which they recalled were not those of childhood, and not those spent with parents, or lovers, or husbands, but those passed at the feet of that noblest of educators and inspirers—Agassiz. Dr. Arnold was a great schoolmaster simply because he was a great man. His 'fitness' for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and power, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other office in the service of men."

With the earnest labors of the teachers of Wisconsin I have been acquainted; of their self-sacrificing toil I have been a witness; to their devotion to their work I bear testimony, and yet I can find no more fitting advice than is comprehended in this brief sentence:

"The best way to improve one's condition is to improve one's self."

To you, sir, my successor in the great work of superintending the educational interests of a noble state, I commit these interests most cheerfully, assured that your experience and your long familiarity with the work will correct the errors into which I may have fallen. And let me bespeak for you, though I need not do it, the sympathy and cooperation of those who have made my labors so pleasant during the time I have been connected with them.

Very Truly Yours,

J. L. PICKARD.

SCHOOL FUND.

By section 2, of article 10, of the Constitution, it is provided, that "the proceeds of all lands that have been or hereafter may be granted by the United States to this State, for educational purposes, (except lands heretofore granted for the purposes of a University,) and all moneys, and the clear proceeds of all property that may accrue to the State by forfeiture or escheat; and all moneys which may be paid as an equivalent for exemption from military duty; and the clear proceeds of all fines collected in the several counties for any breach of the penal laws; and all moneys arising from any grant to the State, where the purposes of such grant are not specified; and the five hundred thousand acres of lands; to which the State is entitled, by the provisions of an act Congress, entitled 'an act to appropriate the proceeds of the sales of public lands, and to grant pre-emption rights,' approved the fourth day of September, one thousand eight hundred and forty-

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one; and also the five per centum of the net proceeds of the public lands to which the State shall be entitled on her admission into the Union, (if Congress shall consent to such appropriation of the two grants last mentioned,) shall be set apart as a sepapate fund, to be called the School Fund."

By sections 24 and 25, chapter 29; and section 1, chapter 67, Revised Statutes, it is also provided, that twenty-five per cent. of the net proceeds of the lands granted by act of Congress, approved September 28, 1860, and all the purchase money for the lands selected by or under the authority of this State, in lieu of swamp and overflowed lands, sold or otherwise disposed of by the United States, since the passage of the aforesaid granting act, shall form a part of the School Fund.

It will be seen that the School Fund is derived from the following sources:

1. Every sixteenth section.
2. The 500,000 acres granted by act of of September 4, 1841.
3. Swamp lands, (one-fourth according to State law.)
4. Fines for breaches of penal laws.

The five per centum of the net proceeds of sales of public lands, to which the State was entitled upon its admission into the Union, has not yet been received. This sum has been withheld by the General Government, on account of claims against the State, growing out of the Rock River canal grant. This account, it is believed, will soon be adjusted and settled, the matter having been referred to the Commissioner of Public Lands, under direction of the Department of the Interior. The amount that ought to be realized from this source is about $260,000, subject to such claims as the Government may have against it.

The amount accruing to the School Fund from fines and forfeitures during the past year is but $1,483, 18. Some legislation would seem to be necessary, in order that the fund may not entirely lose what it ought to receive from this source. Every county treasurer should be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the State treasurer accompanying the amount paid into the State treasury. An annual report of the condition of this account should be required from every county treasurer to the State treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not.

Sixteenth section lands and the 500,000 acre tract, have been mostly sold, the purchasers paying ten per cent. of the purchase mony in advance, and receiving certifiates of sale upon which seven per cent. annual interest must be paid in advance. By act of April 2, 1863, the Legislature changed the conditions of sale as follows:

Section 1. The commissioners of school and university lands are hereby authorized and required to graduate and reduce the prices of school and university lands now belonging to this State, in the manner hereinafter specified. Upon all such lands as have once been sold, and forfeited, and resold to the State, and which shall remain in the hands of the State un-

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sold upon the day of the passage of this act, the price shall be reduced, by deducting from the price now fixed by law, the amount of the interest, penalties, and advertising due the State at the time of such re-sale, and twenty per cent. of the amount of principal due the State at the time of forfeiture: *provided*, that in no case shall such lands be sold for less than seventy-five cents per acre, exclusive of all taxes.

SEC 2. Upon all school and university lands now belonging the State, which have once been offered for sale, and not sold, and which shall remain unsold on the day of the passage of this act, the price now fixed by law shall be reduced by deducting therefrom thirty-three and one-third per cent: *provided*, that in no case shall such land be sold for less than seventy-five cents per acre

SEC. 3. At least one-fourth of the purchase money of all school and university lands shall be paid at the time of the sale thereof, and the commissioners may require the whole price thereof at the time of sale, if in their judgment the interests of the State shall demand it. In case full payment be made at the time of purchase, no affidavit shall be required of the purchaser.

Interest paid previous to the 31st day of May is by law made advance payment. Six months are allowed for redemption of lands forfeited for non-payment of interest, and a penalty of three per cent. upon the purchase money due is required of the holder of the certificate. At the expiration of the time allowed for redemption, the lands are offered for sale, and if no purchaser appears, they are bid in by the State.

Until 1862, all money received from sale of school lands, and one fourth of that received from sales of swamp and overflowed lands, with the proceeds of fines paid into the State treasury, and the three per cent. penalty for non-payment of interest, were loaned at seven per cent. interest in sums not exceeding $500 to one person. By act of March 28, 1863, it is provided that "The Commissioners of the school and university lands are hereby authorized and directed to invest, in preference to all other loans and investments, the principal of the school fund now in the treasury. or which may be hereafter paid in, in the bonds of the State of Wisconsin. Interest shall be paid on the funds so invested, at the rate of seven per centum per annum, on the thirty-first day of May, in each year; and a sum sufficient to pay such interest is hereby annually appropriated out of the State treasury for that purpose." Since March, 1863, the whole amount subject to loan has been invested in State bonds. Under existing arrangements the interest remains the same, the expense is diminished and there is no diminution of income from forfeitures.

The condition of the School Fund Sept. 30, 1864, was as follows:

Due on School Land Certificates	$861,217 57
Due on Loans secured by mortgage	571,135 90
Due on Loans to the State	620,000 00
Due on Swamp Land Loans and Certificates	66,070 09
Total fund on interest	$2,118,423 56

The productive school fund is affected by forfeitures and amount of loans. Forfeited lands, when bid in by the State, diminish the productive fund, but increase the non-productive funds and therefore lessen the income.

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The following is a comparative statement of the interest bearing funds for 1863 and 1864:

	1863	1864
Due on School Land Certificates,	$1,173,242 58	$861,217 57
Due on mortgages and State bonds,	1,007,437 03	1,191,135 90
Due on Swamp Land Certificates and Loans,	81,786 54	66,070 09
Total productive fund,	$2,262,466 15	$2,118,423 56

There is, as appears from the above, a decrease of the interest bearing fund since the 30th of September of $144,042 59. In school land cer-certificates there is a decrease of $312,025 01. This arises from an excess of forfeitures and payments over sales during the past year. In school fund loans there is an increase of $183,698 87. This amount shows the excess of payments of certificates and loans over forfeited loans. The decrease of $15,716 45 in swamp land certificates and loans arises from forfeitures and payments exceeding sales during the year.

The transactions in the Fund during the year, ending Sept. 30, 1864, are, according to the report of the Secretary of State, as follows:

RECEIPTS.

Sales,	$31,635 91	
Dues,	151,950 97	
Loans,	116,504 53	
Penalty and advertising,	3,685 23	
Taxes,	23,378 11	
Fines,	1,483 18	
Refunded from counties,	86 48	
	$328,724 41	

DISBURSEMENTS.

Loans,		$308,353 00
Delinquent taxes,		20,652 24
Advertising,		1,965 99
Refunded,		1,216 26
Appropriation to Journal of Education,		318 00
	$328,724 41	332,505 49
Balance Sept. 30, 1863,	7,280 02	
Balance Sept. 30, 1864,		3,498 94
	$336,004 43	336,004 43

The appropriation of $318 to the editor of the Journal of Education, from the school fund, was undoubtedly made by mistake, and will probably be refunded by the next Legislature.

The following statement, obligingly furnished by J. A. Bate. chief clerk in the school land office, shows the comparative amounts of land forfeited during the past two years:

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Forfeited lands,	1863	1864
Number of tracts,	1616	1348

SALES FOR 1863 AND 1864.

Quarter ending Dec. 31, 1862, acres,	9,821.89
.....do.....March, 31, 1863, acres,	12,476.36
.....do.....June 30, 1863, acres,	12,196.36
.....do.....Sept. 30, 1863, acres,	10,542.54
Total sales for the year,	45,037.15

Quarter ending Dec. 31, 1863, acres,	18,613.90
.....do..... March 31, 1864, acres,	8,307.37
.....do..... June 30, 1864, acres,	11,090.32
.....do..... Sept. 30, 1864, acres,	12,674.94
	50,686 53

SCHOOL FUND INCOME.

This fund consists of interest on certificates of sale, interest on loans secured by mortgage, interest on State bonds, and that portion remaining after deducting expenses for printing, clerk hire, protecting lands, appraising forfeited lands, etc., is annually apportioned, between the 10th and 15th days of June, to the counties of the State. Limited sales are usually caused by the same circumstances that lead to large forfeitures and thus the productive fund is diminished and the amount of income decreased.

The following statement shows the receipts and disbursements of the School Fund Income, for the year ending September 30, 1864.

RECEIPTS.

Receipts, ... $155,379 64

DISBURSEMENTS.

Apportionment by State Superintendent,		$151,010 59
Clerks in Land Department,		6,941 54
Protecting lands,		871 96
Appropriation to Journal of Education,		2,583 75
Printing,		305 41
Refunded,		6,295 00
Dictionaries,		900 00
Appraisers of forfeited mrotgaged lands		1,256 44
	$155,379 64	170,164 78
Balance September 30, 1863,	29,721 47	
Balance September 30, 1864,		14.936 33
	$185,101 11	185,101 11

The amount of the productive School Fund, in order to produce $155,-379 64, must have been during the last fiscal year, $2,219,709.

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APPORTIONMENT FOR 1864.

On the 20th day of June, an apportionment was made to the towns and counties of the State. The amount per scholar, for all persons between the ages of four and twenty years, was 47 cents.

The amount apportioned was,	$150,949 43
Extra to correct error of last year, Harmony, Rock County,	24 64
Making whole amount apportioned,	$150,974 07

A statement in detail of the apportionment to the several towns and counties of the state, will be found in appendix table No. 1.

The whole amount of income payable to the order of the State Superintendent for the year, is		$154,457 82
Apportioned. as above,	$150,974 07	
Paid for Webster's Dictionary,— chap. 11. G. L. 1864,	900 00	
Paid for Journal of Education—chap. 23, revised statutes, sections 102–107,	2,583 75	
	$154,457 82	$154,457,82

The report of the Secretary of State, shows an excess of $61 16 over the amount apportioned by the State Superintendent. The Secretary's report shows only the amount *paid* on apportionment. If money once apportioned is not paid out during the fiscal year, it is carried over to next year's income on the Secretary's books, and hence, the books in the Secretary's and Treasurer's offices will show an excess over the books in this office.

The apportionment from 1849 to 1864, inclusive, are shown by the following table;

Years.	No. of Children.	Apportionment.
1849	70,457	
1850	92.047	3 8-10 cents per Scholar.
1851	111.481	50 do
1852	124,783	48 do
1853	138,279	45 do
1854	155,125	72 do
1855	186,960	80 5-10 do
1856	213,886	70 do
1857	241,545	66 do
1858	264,977	75 do
1859	278,871	64 do
1860	288,984	64 do
1861	299,782	32 do
1862	308,656	50 do
1863	320,965	44 do
1864	329,906	47 do

The apportionment of each year is made upon the report of the previous year.

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The amount apportioned, for any year, will therefore be found by multiplying the number of children reported the preceding year, by the number of cents apportioned that year. The number of dollars apportioned in 1864, is found by multiplying 320,965, the number reported for 1863, by 47, the amount per scholar for 1864.

COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar; the amount expended for each person of school age, including the school fund income; and the amount expended for each scholar in attendance during the past fifteen years:

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849	$1 08	.....	.....
1850	1 23	$1 31	$1 95
1851	1 55	2 05	2 93
1852	1 34	1 82	2 56
1853	1 25	1 70	2 46
1854	1 96	2 68	4 12
1855	1 79	2 59	3 98
1856	2 13	2 83	4 42
1857	2 33	2 99	4 98
1858	2 29	3 04	4 82
1859	2 33	2 97	4 64
1860	2 36	3 00	4 48
1861	2 42	74	4 21
1862	2 31	81	4 40
1863	2 11	2 55	3 80
1864	2 49	2 96	4 62

TRAVEL, &c.,

Entering upon the duties of the office on the 1st of October last, I have found little time to spend in visiting different parts of the state. Time has been found, however, to attend teachers' institutes in Portage City, Waukesha and Burlington. Besides talking to the teachers during the day, evening addresses were delivered to the people in Waukesha and Burlington.

For an account of the work done during the first nine months of the year, reference may be made to the preceding communication from Mr. Pickard.

WEBSTER'S DICTIONARY.

By authority of Chapter 11, General Laws of 1864, there were bought two hundred copies of Webster's Unabridged Dictionary. Of these there have been distributed since the last report from this department one hundred and thirty-one, for which proper vouchers are on file in this office.

The following is a detailed statement of those distributed:

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Counties and Towns.	Total.
Adams—Strong's Prairie 1, New Haven 1	2
Brown—Wrightstown 3, New Denmark 1	4
Buffalo—Glencoe 1, Waumundee 1	2
Chippewa—Anson 1, Sigel 3	4
Columbia—West Point 1, Newport 2	3
Dane—Christiana 1, Middleton 1, Dunkirk 2, Vienna 2, Mazomanie 2	8
Dodge—Lowell 1, Portland 1	2
Door—Sturgeon Bay 3, Clay Banks 1	4
Dunn—Red Cedar 2	2
Eau Claire—Pleasant Valley 1	1
Grant—Tafton 1, Millville 3, Smelser 1	5
Green—Albany 1, Monroe 1	2
Jackson—Manchester 3	3
Juneau—Kildare 2, Germantown 1	3
Kewaunee—Kewaunee 1, Lincoln 3	4
La Crosse—Barre 1	1
La Fayette—Shullsburg 1, Argyle 1, Center 4	6
Manitowoc—Manitowoc 3, Eaton 1	4
Marathon—Texas 1, Knowlton 1, Weston 2, Eaton 1	5
Marquette—Westfield 1	1
Monroe—Adrian 1, Wellington 2, Oak Dale 2	5
Outagamie—Greenville 1, Black Creek 1	2
Pepin—Lima 3, Albany 2	5
Pierce—River Falls 1, Prescott 2	3
Polk—Farmington 1, Osceola 1, Farmington 1, Falls St. Croix 1	4
Portage—Plover 1, Lanark 2	3
Racine—Mt. Pleasant 1	1
Richland—Sylvan 1	1
Rock—Clinton 1	1
St. Croix—Malone 1, Troy 1, Hudson 1	3
Sauk—Lavalle 1	1
Shawano—Belle Plain 1	1
Sheboygan—Greenbush 1	1
Trempealeau—Trempealeau 3, Lincoln 1, Burnside 1	5
Vernon—Christiana 1, Liberty 2, Forest 1, Wheatland 1	5
Washington—Wayne 1, Polk 1, Germantown 1	3
Waupaca—Scandinavia 1, Iola 2, Farmington 1	4
Winnebago—Nekimi 1 Oshkosh 1	2
Wood—Lincoln 1, Sigel 1	2
Total	118

Dictionaries have been sold to replace those lost by districts as follows:

Jefferson—Waterloo 1	1
Ozaukee—Port Washington 1	1
Washington—Germantown 1	1
Total	3

Receipts are on file for the price of these, the amount having been paid to the State Treasurer, by whom it is returned to the income of the School Fund.

The following is the account with the State:

J. L. Pickard, Superintendent of Public Instruction,
In account with the State of Wisconsin.

1864.		Dr.	Cr.
March 11.	To purchase of Webster's Unabridged Dictionary, chapt. 11, G. L. of 1864	200	

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1864.			
October 1	By number distributed as above		118
" " "	sold sec. 4, chapt. 41		3
" " "	turned over to J. G. McMynn		79
		200	200

The following is a statement of the number sold and distributed since October 1, 1864:

Counties and Towns.	
Dane—Primrose 1	1
Dodge—Chester 1	1
Jefferson—Koshkonong 1	1
Juneau—Wonewoc 1	1
Pierce—River Falls 1	1
Racine—Waterford 1	1
Walworth—Sharon 1	1
Washington—Wayne and Addison 1	1
Total	8

Dictionaries have been sold, to replace those lost by districts, since October 1st, 1864, as follows:

Counties and Towns.	
Vernon—Christiana 1	1
Walworth—LaFayettee 1	1
Juneau—Wonewoc 1	1
Total	3

The following is the account with the State:

Jno. G. McMynn Superintendent of Public Instruction,
In account with the State of Wisconsin.

		Dr.	Cr.
1864. October 1.	To Dictionaries received from J. L. Pickard	79	
1864. Dec'ber 10.	By number distributed as above		8
" " "	sold, sec. 4, chapt. 41		3
" " "	remaining on hand		68
Total		79	79

Since the last purchase was made there has been published a new edition of Webster's Dictionary by the publishers of the former edition, Messrs. C. & G. Merriam, of Springfield, Mass. There is little desirable and nothing attainable, that relates to the English language, not found in the new edition. In many respects it far surpasses the old, and is probably superior to any other English Dictionary yet published.

In order to meet applications from new districts, it is estimated that one hundred, in addition to those on hand, will be required.

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TEXT BOOKS.

Uniformity of text books throughout the State, if desirable, is practicably unattainable. By section 63, chapter 10, Revised Statutes, the State Superintendent is required "to recommend the introduction of the most approved text books, and as far as practicable to secure uniformity in the use of text books, in the common schools throughout the State." By section 63, chapter 155, Laws 1863, it is provided that "the Board in each school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district."

Where different series of text books, on the same subject, are in use in a school, it is obviously the duty of the District Board to adopt such books as will secure uniformity. Economy requires this. The Board ought to adopt such books as their judgment approves, and then require the teachers employed by them to use the books selected and no others. Much complaint is made on account of frequent changes, made without reflection and with no regard to the list recommended by this department. Interested parties, by plausible representations to teachers of little experience, and offers of new books for old, to District Boards, succeed in effecting changes that ultimately prove expensive, embarrassing and pernicious. When uniformity exists in a school there can seldom arise a necessity for a change. When changes become necessary for the good of the school, and the Board adopts such books as it deems to be best, notice should be given of its action throughout the district, and all persons, both parents and teachers, be required to conform to such action.

The following books have been examined, and they are recommended for the double object of securing uniformity, so far as practicable, and obtaining for our schools books believed to be adapted to their wants:

ORTHOGRAPHY.

WATSON'S Phonetic Tablets.
The National Pronouncing Speller.

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

WRIGHT'S Analytical Orthography.
SANDERS' Analysis.

These are useful in studying the elementary sounds as well as the parts of written words. As authority in spelling, pronunciation and definitions

WEBSTER'S Unabridged Dictionary (edition 1864.) is earnestly recommended.

READING BOOKS.

McGUFFEY'S Readers.
PARKER and WATSON'S Readers.
SANDERS' Union readers.

These are extensively used and are of about equal merit.

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WILLSON'S School and Family Readers.

This series is somewhat novel in design and is in use in a few schools of the State. It is worthy of attention. An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

ARITHMETICS.

STODDARD'S Intellectual Arithmetic.
ROBINSON'S Practical Arithmetic.
RAY'S Higher Arithmetic.

PENMANSHIP AND BOOK KEEPING.

SPENCER'S Writing Books.
BRYANT & STRATTON'S Common School Book-Keeping.
BRYANT & STRATTON'S High School Book-Keeping.

HISTORIES.

GOODRICH'S First Book of History, (Peter Parley).
GOODRICH'S History of the United States.
WEBBER'S Outlines of History.

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

GEOGRAPHIES.

MITCHELL'S Outline Maps.
PELTON'S Outline Maps.
WHITE'S Class Book of Geography.

The latter is designed to accompany the Outline Maps. Mitchell's maps are best adapted to the common schools, and Pelton's to the graded schools. No Primary Geography is named, as all instruction in this subject in the primary schools should be *oral*.

MCNALLY'S Geography.
MITCHELL'S Geography.

These are extensively used and adapted to common schools.

The Comprehensive Geography, (Allen and Shaw).

This work embraces all that can be taught on the subject in most schools, and is worthy the attention of District Boards.

ENGLISH GRAMMARS.

GREENE'S Grammar.
BROWN'S Grammar.

These are generally used and nothing will be gained by exchanging them for any other book on the subject.

KERL'S Grammars. (Elementary and Comprehensive).

These are not much used, having been recently published. Those not having adopted

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either of the others, will find these books well adapted to the common or graded schools of the State.

No primary work is recommended. Children should learn to *speak correctly*. *Language* should be learned in the primary schools, but its *science* cannot be taught there.

COMPOSITION.

LILIENTHAL'S Things Taught.
QUACKENBOS' Composition.
WILLSON'S Treatise on Punctuation.

NATURAL SCIENCE, ETC.

WELLS' Natural Philosophy.
STOCKHARDT'S Chemistry.
LOOMIS' Physiology.
GRAY'S Botany.
OLMSTED'S Astronomy. (Common School Edition).
LOOMIS' Geology.
WARREN'S Physical Geography.
WAYLAND'S Political Economy.

MATHEMATICS.

RAY'S Algebras.
ROBINSON'S Geometry and Trigonometry.
OLMSTED'S Natural Philosophy. (University Edition).
ROBINSON'S Astronomy. (University Edition).

MENTAL AND MORAL SCIENCE.

WAYLAND'S Intellectual Philosophy.
" " Moral Science.
WHATELY'S Logic.

Cowdry's Moral Lessons is recommended to teachers of all grades of schools, as suggestive as well as instructive.

LANGUAGE.

ANDREWS and STODDARD'S Latin Grammar.
KUHNER'S Greek Grammar.
WOODBURY'S German Course.
FASQUELLE'S French Course.

BOOKS OF REFERENCE.

WEBSTER'S Unabridged Dictionary, (Edition 1864).
FOWLER'S English Grammar.
TRENCH'S Study of Words.
LIPPINCOTT'S Gazetteer of the World.
URES' Dictionary of Arts.

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ANTHON'S Classical Dictionary.
APPLETON'S Cyclopedia of Biography.
CHAMBERS' Encyclopedia; or,
APPLETON'S New American Cyclopedia.

BOOKS FOR TEACHERS.

Wisconsin Journal of Education.
BARNARD'S Papers for the Teacher.
PAGE'S Theory and Practice of Teaching.
EMERSON'S School and Schoolmaster.
CALKINS' Object Lessons.
LEWIS' Gymnastics.
HERBERT SPENCER on Education.

STATE TEACHERS' ASSOCIATION.

The association held its twelfth annual meeting at Milton, November 15th, 16th and 17th. Charles H. Allen, Professor of Normal Instruction, Wisconsin University, presided.

The subjects discussed were:

Examination of Teachers.
Course of study in Common Schools.
Importance and place of Oral Teaching.
History and Political Education in Schools, and
Education of the orphan children of soldiers.

Addresses were delivered by Hon. J. L. Pickard, Superintendent of Schools, Chicago; and by others.

The attendance was large, and the spirit of those present, as shown by the discussions and resolutions, was of the right kind.

Resolutions were passed recommending the study of History and Political Science in our schools, and urging the State to make provision for the education and support of the destitute children of soldiers, who have died in the present war.

This educational agency, receiving no aid from the state, unobtrusive yet powerful in its influence, aiming to promote knowledge, patriotism and virtue, controlled by no sect or party and yet encouraged by all, is deserving of substantial support and hearty cooperation.

TEACHERS' INSTITUTES.

This simple and economical agency has been efficiently used during the past year, for promoting the improvement of teachers and exciting an interest in education among the people. Until a State Normal School is organized, it is upon these meetings of teachers that we must rely.

County superintendents have held institutes in many of the counties, and in some the sessions have been several weeks in length. The board of Normal School Regents have, by their agent, held institutes in Oconto,

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Appleton, Plover, Portage City, Waukesha and Burlington. These were designed for the teachers residing in the counties nearest the places where the institutes were held, and they were continued, in most cases, for two weeks. The attendance, though not so large as in former years, was such as to encourage the board in their efforts to improve the schools by furnishing them with better qualified teachers.

The plan upon which institutes are conducted is the same as that usually followed in other states. They are organized by the appointment of a Chairman, Secretary and business Committee, and the daily sessions commence at nine and close at five, with two hours intermission. The conductor of the institute selects some subject from those branches taught in our public schools, explains it, suggesting the best methods of teaching it and the mistakes most frequently made in presenting it in the school room, and then answers such questions as those in attendance may wish to ask concerning it. A discussion of it follows, when all present have an opportunity of presenting their views of the subject and of what has been said upon it.

Classes are formed, and the exercises are made to conform to those of a well regulated school. Different teachers are, from time to time, appointed to conduct recitations and to drill classes, and the mistakes noticed are mentioned, and thus the institute is made to subserve the purpose of a normal school. The common branches are reviewed, questions are answered, propositions are demonstrated and problems of a difficult nature are solved. Subjects relating to the science of teaching are examined. The proper course of study for our public schools; the best classification of scholars; the means of preventing tardiness and securing regularity; the moral instruction of the young; the duty of teaching them to respect and obey the laws of the land; the method of securing the cooperation of parents in the education of their children; the arrangements essential to health; the comparative merits of mixed and graded schools; the relation of the teacher to the state; these and similar topics are discussed during the day, and the evenings are spent in attending lectures upon topics having a bearing upon the great subject of public instruction.

All exercises of the institute are public, and the sessions are generally attended by the people who feel an interest in our common schools.

If our schools have not retrograded during the past three years, if they are at present in a prosperous condition, it must be attributed mainly to the Institutes held by the county superintendents, and the board of Normal School Regents; and so efficient has this educational agency proved, that it is believed some provision for meeting the necessary expenses for fuel, lights, printing, instruction, etc., is called for by the vital need of better trained teachers for our common schools.

The efficiency of these institutes would be promoted by a more general cooperation on the part of district boards in securing the attendance of teachers employed by them. It is earnestly recommended that teachers be allowed to dismiss their schools and required to attend the institute held in their neighborhood. The loss of time will be compensated by increased efficiency on the part of the teacher. Hospitality on the part of the people, and a generous cooperation with the county superintendent, are always needed, that the expenses for board may not be such as to render it impossible for teachers to attend.

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COLLEGES AND ACADEMIES.

These institutions form so important a part of our educational system, that it is to be regretted that so little information concerning them is in possession of this office. It is known, however, that they are extending their influence, improving their methods of instruction, and increasing their facilities for that culture of a high order, than which nothing is more needed in our state. It is hoped that the fact begins to be recognized, that their efficiency will be promoted by diminishing rather than increasing their number. Some of them are still doing the work that ought to be done in our common schools, to the detriment of the colleges themselves as well as the cause of public education.

While the line between the academy and the high school cannot be plainly drawn, as they are really schools of the same grade, that between the high school and the college ought to be well defined. While allowance must be made for the circumstances attending the founding of a college in a new state, there should be apparent each year an increased effort to raise it above the level of the common school, and it would seem that the time has now come in our state, when the college curriculum should no longer embrace the branches strictly primary.

The relation between the common school and the college is one of mutual dependence, and that state shows most practical wisdom that cherishes both with equal care.

THE TOWNSHIP SYSTEM.

The discussions at teachers' institutes and in the State Teachers' Association during the past five years, have generally led to expressions of opinion in favor of the system of school organization recommended by my predecessor in the last annual report from this office. County Superintendents in their special reports, with two or three exceptions, approve of the township system, and the friends of education throughout the state seem to be of opinion that some modification of our present district organization is desirable.

As this subject was ably discussed in the report of last year, it seems unnecessary to reiterate the reasons there given for a change in the law, but the plan there proposed was the result of extended observation and reflection, and is therefore worthy of legislative consideration.

STATE NORMAL SCHOOL.

During the past seven years, the Board of Normal School Regents have sought to secure normal training and instruction, by aiding such institutions as have organized normal departments, and by holding teachers' institutes in different parts of the state. The number of departments at present organized, is seven; and the number of students examined during the present year, is less than seventy. Sufficient time has elapsed since the present plan was adopted, to show that the ostensible objects of the law are nnattainable under the provisions of the act. Our experience has not been unlike that of other states, in their efforts to organize normal

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schools in connection with colleges and academies. No fault attaches to the Regents of Normal Schools, nor to the trustees of the institutions participating in the annual appropriation. The plan is defective. It makes the normal department subordinate, and does not provide for special training of teachers.

Teachers' institutes have been more successful. But they are adapted rather to awaken interest among the people, and to lead to the adoption of the best methods of instruction, than to secure mental discipline and self control, and develope the ready sympathy, the sound judgment and rare tact so necessary to the teacher. These can be acquired and developed only under the favorable conditions afforded by a properly organized normal school.

The amount expended in support of our public schools, annually, is more than one million of dollars. The manner in which this large sum is used, depends principally upon the character of the teachers employed. If they are poorly qualified, the money is misdirected, the time of our children wasted, and those results our schools were designed to secure, are unattained.

The experience of every country proves the normal school a necessary part of a well devised and successful system of education. Maine, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Michigan, Illinois, California and Minnesota, have normal schools in successful operation, and even Kansas has founded one, while no country of Europe is without them.

Teaching is an art, and like every other art, it is best learned by cultivating it in schools founded for this specific purpose. If the profession of the teacher is not regarded by those engaged in it, as well as by the public, as being honorable the community suffers in one of its most important interests. The worst results must inevitably follow from regarding instruction as a business that requires no special preparation.

Much, and even most, of the benefit that should be derived by our children from their attendance at school, is lost from want of previous training on the part of our teachers. A large portion of our youthful population can attend school but a small part of the year. To them good instruction is invaluable. A few months attendance, if guided by a teacher possessed of skill, is worth more than years spent in schools controlled by those who have no special fitness for their important calling.

Legislation can commit no greater blunder than to ignore the claims of the school upon the state. Order, industry, frugality, honesty, all the virtues that preserve people and adorn humanity spring from our schools, and to invigorate them, by fitting teachers for them, is an obvious dictate of patriotism, prudence and common sense.

The present is believed to be not an inauspicious time to inaugurate the enterprise of founding a normal school. We must abandon the idea of making educational progress until this step is taken. To obtain competent instructors for our children under existing circumstances, is simply impossible. No investment can be made from which the returns will be speedier or surer. We must improve our common schools or enlarge our reform school. Indeed, no other measure so commends itself to a wise forecast and calm reflection. Were our public schools managed with proper

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care, and provided with suitable teachers, all other institutions of learning would receive a new impulse. Those States that have established normal schools have also prosperous colleges and universities, while those destitute of them have failed to realize the benefits that ought to be derived from higher institutions of learning. The cause is obvious. Hence, those most interested in collegiate and university education, because most clearly understanding its transcendent importance, are the warmest advocates of schools for the special training of teachers.

The subject is respectfully and earnestly commended to the attention of the Legislature.

GENERAL REMARKS.

That our schools have not retrogaded during the past year, that the people show an increased interest in the education of the youth of the state, that teachers are better qualified and more successful, and that knowledge and virtue are gaining the ascendancy over ignorance and vice, may be asserted and perhaps proved. Still, those who observe most carefully the condition of our educational institutions, and understand most clearly their relation to the welfare of the state, are not without misgivings that they come short of affording that security for the future of our country which patriotism demands. There is an indifference in regard to the methods of instruction, an apathy concerning the means of education, that bodes evil to society. The means and methods adapted to our condition a few years since, will not meet the demands of the present. The last five years have called into exercise forces that had before lain dormant. War has developed energies that can be useful only as they can be controlled. To be satisfied with the educational agencies of the past is to be blind to the teachings of the present, and reckless of the claims of the future.

Although no radical changes in our school law are deemed advisable at the present time, yet, it is believed that our whole school system must be modified before many years to meet the demands of a change in society that could not be anticipated when the present system was devised. The terrible ordeal through which our country is passing has shown a necessity for a far more comprehensive plan of education than our laws embraced.

Our great need at this time is better teaching. This subject has been already discussed. Such legislation as will secure greater local interest and more direct supervision is much to be desired. The county superintency is a step in the right direction, and but a step. There is required for every *town* an organization that shall bring its schools under such control as will secure a better classification of schools, a more economical administration of school affairs, a more careful selection of school officers, and the appointment of better qualified teachers. It would seem that the time a school is required to be taught, in order to entitle the district to share in the apportionment of the School Fund Income, should be lengthened. Power should be given the people to raise more money at their annual school meetings, for building school houses, than can now be raised.

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Whatever measures the wisdom of the Legislature may devise to awaken interest in education, to remove distrust from the minds of the people, and inspire confidence in our common schools, must be benificent. To provide for the children of the state a generous culture, to train them for liberty and usefulness as citizens, to implant in their minds a love of temperance, order and all the virtues that become a free people, are the objects that legislation should aim to secure Happily our common schools are removed from the arena of party conflicts and sectarian contention. Around them cluster our hopes of future progress and security. They underlie the welfare of the State, and well deserve the fostering care of the representatives of the people.

Respectfully submitted,

JNO. G. McMYNN.

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APPENDIX.

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TABLE NO. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1864.

Counties and Towns.	No of Children.	Apportionment.
Adams—		
Adams	204	$95 88
Big Flats	33	15 51
Dell Prairie	271	127 37
Easton	118	55 46
Jackson	177	83 19
Lincoln	170	79 90
Leola	51	23 97
Monroe	146	68 62
New Chester	145	68 15
Newark Valley	48	22 56
New Haven	306	143 82
Preston	127	59 69
Quincy	68	31 96
Richfield	131	61 57
Rome	44	20 68
Springville	225	105 75
Strongs Prairie	307	144 29
White Creek	62	29 14
Total	2, 633	$1, 237 51
Ashland—		
Bayport	179	84 13
La Pointe	93	43 71
Total	272	127 84
Buffalo—		
Alma	132	62 04
Belvidere	125	58 75
Buffalo	198	93 06
Buffalo City	71	33 37
Cross	140	65 80
Eagle Mills	75	35 25
Gilmanton	85	39 95
Glencoe	64	30 08
Maxville	134	62 98
Medina	56	26 32

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Counties and Towns.	No of Children	Aportionment.
Buffalo—continued.		
Naples	213	$100 11
Nelson	56	26 32
Waumundee	241	113 27
Total	1,590	747 30
Brown—		
Bellevue	236	110 92
Depere	125	58 75
Depere Village	216	101 52
Eaton	98	46 06
Fort Howard	329	154 63
Glenmore	130	61 10
Green Bay	231	108 57
Green Bay City	1010	474 70
Howard	304	142 88
Holland	369	173 43
Humboldt	234	109 98
Lawrence	308	144 76
Morrison	190	89 30
New Denmark	201	94 47
Pittsfield	44	20 68
Preble	242	113 74
Rockland	210	98 70
Suamico	137	64 39
Scott	771	362 37
Wrights Town	219	102 93
Total	5,604	2,633 88
Calumet—		
Brillion	101	47 47
Brothertown	539	253 38
Chilton	435	204 45
Charlestown	362	170 14
Harrison	402	188 94
New Holstein	480	225 60
Rantoul	148	69 56
Stockbridge	427	200 69
Woodville	215	101 05
Total	3,109	1,461 23
Chippewa—		
Anson	37	17 39
Bloomers Prairie	129	60 63
Chippewa Falls	226	106 22
Eagle Point	217	101 99
Lafayette	157	73 79
Sigel	51	23 97
Wheaton	95	44 65
Total	912	428 64

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Counties and Towns.	No. of Children.	Apportionment.
Clark—		
Levis	51	$23 97
Lynn	104	48 88
Pine Valley	95	44 65
Weston		
Total	250	117 50
Columbia—		
Arlington	304	142 88
Caledonia	413	194 11
Courtland	521	244 87
Columbus	839	394 33
Decorra	510	239 70
Fort Winnebago	371	174 37
Fountain Prairie	476	223 72
Hampden	384	180 48
Leeds	466	219 02
Lowville	355	166 85
Lodi	571	268 37
Lewiston	433	203 51
Marcellon	369	173 43
Newport	473	222 31
Otsego	491	230 77
Pacific	82	38 54
Portage	1,175	552 25
Randolph	468	219 96
Scott	344	161 68
Springvale	363	170 61
West Point	314	147 58
Wyocena	514	241 58
Total	10,236	4,810 92
Crawford—		
Clayton	462	217 14
Eastman	396	186 12
Freeman	271	127 37
Haney	177	83 19
Lynxville	96	45 12
Marietta	208	97 76
Prairie du Chien	1,075	505 25
Scott	269	126 43
Seneca	238	111 86
Utica	337	158 39
Wauzeka	272	127 84
Total	3,801	1,786 47

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Counties and Towns.	No. of Children	Apportionment.
Dane—		
Albion	429	$201 63
Berry	445	209 15
Black Earth	311	146 17
Blooming Grove	344	161 68
Blue Mounds	318	149 46
Bristol	479	225 13
Burke	364	171 08
Christiana	589	276 83
Cottage Grove	635	298 45
Cross Plains	504	236 88
Dane	421	197 87
Deerfield	419	196 93
Dunkirk	727	341 69
Dunn	453	212 91
Fitchburg	546	256 62
Madison	240	112 80
Madison City	2,491	1,170 77
Mazomania	485	227 95
Medina	431	202 57
Middleton	553	259 91
Montrose	444	208 68
Oregon	516	242 52
Perry	472	221 74
Primrose	448	210 56
Pleasant Spring	492	231 24
Roxbury	515	242 05
Rutland	433	203 51
Springdale	456	214 32
Springfield	493	231 71
Sun Prairie	514	241 58
Vienna	348	163 56
Verona	477	224 19
Vermont	465	218 55
Westport	439	206 33
Windsor	420	197 40
York	383	180 11
Total	18,499	$8,694 53
Dodge—		
Ashippun	701	329 47
Burnett	418	196 46
Beaver Dam	523	245 81
Beaver Dam City	1,030	484 10
Clyman	612	287 64
Calamus	436	204 92
Chester	373	175 31
Elba	619	290 93
Emmett	614	288 58
Fox Lake	795	373 65
Hustisford	582	273 54
Hubbard	1,087	510 89
Herman	794	373 18
Leroy	514	241 58
Lomira	689	323 83
Lowell	898	422 06

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Counties and Towns.	No of Children.	Apportionment.
Dodge—concluded—		
Lebanon	720	$338 40
Oak Grove	791	371 77
Portland	584	274 48
Rubicon	804	377 88
Shields	597	280 59
Theresa	931	437 57
Trenton	669	314 43
Waupun, S. W.	207	97 29
Westford	476	223 72
Williamstown	874	410 78
Total	17,338	$8,148 86
Door—		
Baileys Harbor	33	15 51
Brussell		
Clay Banks	36	16 92
Chambers Island	24	11 28
Egg Harbor	54	25 38
Forestville	48	22 56
Gardner	85	39 95
Gibraltar	94	44 18
Liberty Grove	20	9 40
Nasewaupee	79	37 13
Sebastopol	90	42 30
Sturgeon Bay	102	47 94
Washington	121	56 87
Total	786	369 42
Douglas—		
Superior	153	71 91
Total	153	71 91
Dunn—		
Dunn	171	80 37
Eau Galle	161	75 67
Menomonie	160	75 20
Peru	42	19 74
Red Cedar	209	98 23
Rock Creek	46	21 62
Spring Brook	324	152 28
Total	1,113	523 11
Eau Claire—		
Bridge Creek	246	115 62
Brunswick	114	53 58
Eau Claire	374	175 78

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Counties and Towns.	No. of Children.	Apportionment.
EAU CLAIRE—continued—		
Lincoln	98	$46 06
North Eau Claire	77	36 19
Oak Grove	107	50 29
Pleasant Valley	84	39 48
West Eau Claire	217	101 99
Total	1,317	618 99
FOND DU LAC—		
Alto	532	250 04
Ashford	786	369 42
Auburn	528	248 16
Byron	587	275 89
Calumet	598	281 06
Empire	350	164 50
Elderado	564	265 08
Eden	614	288 58
Fond du Lac	436	204 92
Fond du Lac City	2,695	1,266 65
Friendship	321	150 87
Forest	514	241 58
Lamartine	481	226 07
Metomen	584	274 48
Marshfield	673	316 31
Oakfield	483	227 01
Osceola	366	172 02
Ripon	393	184 71
Rosendale	660	310 20
Ripon City	657	308 79
Springvale	473	222 31
Taycheedah	687	322 89
Waupun	432	203 04
Waupun, North W'd	299	135 83
Total	14,703	6,910 41
GRANT—		
Beetown	649	305 03
Boscobel	390	183 30
Blue River	219	102 93
Clifton	669	314 43
Cassville	352	165 44
Ellenboro	316	148 52
Fennimore	604	283 88
Glen Haven	351	164 97
Hazel Green	1,103	518 41
Harrison	442	207 74
Hickory Grove	259	121 73
Jamestown	561	263 67
Lancaster	813	382 11
Lima	387	181 89

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Counties and Towns.	No. of Children.	Apportionment.
GRANT—concluded—		
Little Grant	281	$132 07
Liberty	268	125 96
Millville	492	231 24
Muscoda	272	127 84
Marion	264	124 08
Platteville	1,178	553 66
Patch Grove	338	158 86
Potosi	1,085	509 95
Paris	316	148 52
Smelser	540	253 80
Tafton	396	186 12
Wingville	291	136 77
Wyalusing	227	106 69
Waterloo	232	109 04
Waterstown	161	75 67
Total	13,456	6,324 32
GREEN—		
Adams	294	138 18
Albany	565	265 55
Brooklyn	407	191 29
Cadiz	400	188 00
Clarno	596	280 12
Decatur	634	297 98
Exeter	418	196 46
Jordan	415	195 05
Jefferson	674	316 78
Monroe	1,260	592 20
Mt. Pleasant	514	241 58
New Glarus	379	178 13
Spring Grove	473	222 31
Sylvester	508	238 76
Washington	373	175 31
York	266	125 02
Total	8,176	3,842 72
GREEN LAKE—		
Berlin City	773	363 31
Brooklyn	417	195 99
Berlin	400	188 00
Dayton	315	148 05
Green Lake	440	206 80
Kingston	209	98 23
..do....village	126	59 22
Markesan	115	54 05
Mackford	329	154 93
Manchester	406	190 82
Marquette	227	106 69
Princeton	503	236 41
St. Marie	230	108 60

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Counties and Towns.	No. of Children.	Apportionment.
GREEN LAKE—concluded—		
Seneca	4,643	$71 91
Total	153	2,182 21
IOWA—		
Arena	504	236 88
Clyde	253	118 91
Dodgeville	1,525	716 75
Highland	1,052	494 44
Linden	809	380 23
Mifflin	507	238 29
Moscow	333	156 51
Mineral Point	598	281 06
....do.....City	1,168	548 96
Pulaski	400	188 00
Ridgeway	1,037	487 39
Waldwick	270	126 90
Wyoming	305	143 35
Total	8,761	4,117 67
JACKSON—		
Albion	402	188 94
Alma	283	133 01
Hixton	200	94 00
Irving	242	113 74
Melrose	233	109 51
Manchester	99	46 33
Northfield	18	8 46
Springfield	113	53 11
Total	1,590	747 80
JEFFERSON—		
Aztalan	390	183 30
Cold Spring	327	153 69
Concord	591	277 77
Farmington	922	433 34
Hebron	394	185 18
Ixonia	769	361 43
Jefferson	1,291	606 77
Koshkonong	799	375 53
Lake Mills	528	248 16
Milford	935	439 45
Oakland	445	209 15
Palmyra	632	297 14
Sullivan	649	305 03
Sumner	150	70 50
Waterloo	563	264 61
..do....village	157	73 79

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Counties and Towns.	No. of Children.	Apportionment.
Jefferson—concluded—		
Watertown	648	$302 21
....do....city	297	6,; 39872
Total	13,161	6,185 67
Juneau—		
Armenia	90	42 30
Clearfield	68	31 96
Fountain	152	71 44
Germantown	272	127 84
Kildare	291	136 77
Lemonweir	371	174 37
Lindina	403	189 41
Lyndon	209	98 23
Lisbon	399	187 53
Mauston village	248	116 56
Marion	122	57 34
Necedah	234	109 98
Orange	70	32 90
Plymouth	214	100 58
Summit	206	96 82
Seven Mile Creek	277	130 19
Wonewoc	234	109 98
Total	3,860	1,814 20
Kenosha—		
Bristol	419	196 93
Brighton	530	249 10
Kenosha city	1,195	561 65
Pleasant Prairie	514	241 58
Paris	445	209 15
Randall	249	117 03
Salem	593	278 71
Somers	515	242 05
Wheatland	358	168 26
Total	4,818	2,264 46
Kewaunee—		
Ahnepee	294	138 18
Carlton	309	145 23
Coryville	151	70 97
Casco	401	188 47
Franklin	200	94 00
Kewaunee	314	147 58
Lincoln	195	91 65
Montpelier	90	42 30
Pierce	40	18 80
Red River	340	159 80
Total	2,334	1,096 98

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Counties and Towns.	No. of Children.	Apportionment.
La Crosse—		
Bangor	379	$178 13
Burns	275	129 25
Barre	460	216 20
Campbell	263	123 61
Farmington	343	161 21
Greenfield	325	152 75
Holland	149	70 03
Jackson	294	138 18
La Crosse City	1,237	581 39
Neshonoc	248	116 56
Onalaska	473	222 31
Washington	1 0	51 70
Total	4,556	2,141 32
La Fayette—		
Argyle	475	223 25
Belmont	249	117 03
Benton	970	455 90
Center	855	401 85
Elk Grove	482	226 54
Fayette	498	234 06
Gratiot	507	238 29
Kendall	489	229 83
Monticello	214	100 58
New Diggings	698	328 06
Shullsburg	1,214	570 58
Wayne	340	159 80
White Oak Springs	221	103 87
Willow Springs	420	197 40
Wiota	655	307 85
Total	8,287	3,894 89
La Pointe—		
Bayfield	124	58 28
Total	124	58 28
Manitowoc—		
Cato	605	284 35
Centerville	507	238 29
Cooperstown	547	257 09
Eaton	299	140 53
Franklin	510	239 70
Gibson	406	190 82
Kossuth	642	301 74
Liberty	438	205 86
Manitowoc	1,204	565 88
" Rapids	544	255 68
Maple Grove	439	206 33
Meemee	504	236 88
Mishicott	564	265 08
Newton	640	300 80

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Counties and Towns.	No. of Children.	Apportionment.
Manitowoc—*continued.*		
Rockland	178	$83 66
Schleswig	357	167 79
Two Creeks	87	40 89
Two Rivers	995	467 65
Total	9,466	4,449 02
Marathon—		
Berlin	21	102 93
Easton	19	8 93
Jenny	11	5 17
Knowlton	42	19 74
Mosinee	92	43 24
Marathon	86	40 42
Stettin	87	40 89
Texas	32	15 04
Weston	27	12 69
Wausau	1 3	53 11
" Village	313	147 11
Total	1,041	489 27
Marquette—		
Buffalo	318	149 46
Crystal Lake	215	101 05
Douglas	274	128 78
Harris	190	89 30
Mecan	147	69 09
Montello	314	147 85
Moundville	175	82 25
Neshkoro	109	51 23
Newton	223	104 81
Oxford	239	112 33
Packwaukee	215	101 05
Shields	216	101 52
Springfield	97	45 59
Westfield	187	87 89
Total	2,919	1,371 98
Milwaukee—		
Franklin	743	349 21
Greenfield	901	423 47
Granville	1, 7	504 31
Lake	8	367 07
Milwaukee	1 076	505 72
Milwaukee City	18,446	8,669 62
Oak Creek	952	447 44
Wauwatosa	1,168	548 96
Total	25.140	11 815 80

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Counties and Towns.	No. of Children.	Apportionment.
MONROE—		
Adrian	166	$78 02
Angelo	155	72 85
Clifton	45	21 15
Eaton	32	15 04
Glendale	107	50 29
Greenfield	117	54 99
Jefferson	134	62 98
Leon	355	166 85
Lincoln	173	81 31
La Fayette	136	63 92
Little Falls	143	67 21
Oak Dale	83	39 01
Portland	137	64 39
Ridgeville	159	74 73
Sparta	885	415 95
Sheldon	194	91 18
Tomah	296	139 12
Wellington	122	57 34
Wilton	167	78 49
Total	3,606	1,694 82
OCONTO—		
Little Suamico		
Marinette	164	77 08
Oconto	144	67 68
Oconto Village	317	148 99
Pensaukie	129	60 63
Peshtigo	189	88 83
Stiles	121	56 87
Total	1,064	500 08
OUTAGAMIE—		
Appleton	973	457 31
Bovina	113	53 11
Buchanan	149	70 03
Black Creek	11	5 17
Center	209	98 23
Dale	293	137 71
Ellington	301	141 47
Freedom	327	153 69
Greenville	503	236 41
Grand Chute	395	185 65
Hortonia	290	136 30
Kaukauna	411	193 17
Liberty	68	31 96
Maple Creek	116	54 52
Osborn	61	28 67
Total	5,220	1,983 40

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Counties and Towns.	No. of hildren.	Apportionment.
Ozaukee—		
Belgium	1,058	$497 26
Cedarburg	1,124	528 28
Fredonia	779	366 13
Grafton	799	375 53
Mequon	1,427	670 69
Port Washington	1,010	474 70
Saukville	758	356 26
Total	6955	3,268 85
Pepin—		
Albany	34	15 98
Durand	206	96 82
Frankfort	72	33 84
Lima	130	61 10
Pepin	276	129 72
Stockholm	67	31 49
Waubeek	83	39 01
Waterville	48	22 56
Total	916	430 52
Pierce—		
Clifton	187	87 89
Diamond Bluff	45	21 15
El Paso	5	2 35
Hartland	68	31 96
Isabelle	40	18 80
Martell	229	107 63
Oak Grove	163	76 61
Perry	81	38 07
Pleasant Valley	66	31 02
Prescott City	365	171 55
River Falls	260	126 90
Salem	53	24 91
Trenton	50	23 50
Trimbelle	139	65 33
Union	19	8 93
Total	1,780	836 60
Polk—		
Alden	130	61 10
Farmington	132	62 04
Lincoln	22	10 34
Osceola	160	75 20
St. Croix Falls	136	63 92
Sterling	51	23 97
Total	631	296 57

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Counties and Towns.	No. of Children.	Apportionment
Portage—		
Almond	210	$98 70
Amherst do Village	242	113 74
Belmont	182	85 54
Buena Vista	172	80 84
Eau Pleine	44	20 68
Hull Jordan Village	91	42 77
Lanark	180	84 60
Linwood	65	30 55
New Hope	201	94 47
Plover do Village	335	157 45
Pine Grove	138	64 86
Sharon	227	106 69
Stockton	224	105 28
Stevens Point	17	7 99
do City	431	202 57
Total	2,759	1,296 73
Racine—		
Burlington	811	381 17
Caledonia	1,038	487 86
Dover	471	221 37
Mt. Pleasant	896	421 12
Norway	409	192 23
Raymond	457	214 79
Racine City	2,541	1,194 27
Rochester	348	163 56
Waterford	565	2 5 55
Yorkville	528	248 16
Total	8,064	3,790 08
Richland—		
Akan	63	29 61
Bloom	300	141 00
Buena Vista	351	164 97
Dayton	246	115 62
Eagle	366	172 02
Forest	269	126 43
Henrietta	228	107 16
Ithaca	427	200 69
Marshall	290	136 30
Orion	223	104 81
Richwood	400	188 00
Rockbridge	252	118 44
Sylvan	253	118 91
Westford	243	114 21

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Counties and Towns.	No. of Children.	Apportionment.
RICHLAND—continued—		
Willow	205	$96 36
Richland	417	195 99
Total	4,533	2,130 51
ROCK—		
Avon	413	194 11
Beloit	315	148 05
do City	1,499	704 53
Bradford	403	189 41
Clinton	620	291 40
Center	388	182 36
Fulton	721	338 87
Harmony } Extra for last year's error }	406	190 82 24 64
Janesville	298	140 06
do City	3,447	1,620 09
Johnstown	436	204 92
Lima	410	192 70
La Prairie	292	137 24
Magnolia	421	197 87
Milton	631	296 57
Newark	487	228 89
Porter	565	265 55
Plymouth	498	234 06
Rock	457	214 79
Spring Valley	406	190 82
Turtle	527	247 69
Union	664	312 08
Total	14,304	6,747 52
ST. CROIX—		
Cylon	70	32 90
Eau Galle	41	19 27
Erin Prairie	199	93 53
Emerald	54	25 38
Hammond	191	89 77
Hudson	104	48 88
do City	466	219 02
Malone	135	63 45
Pleasant Valley	127	59 69
Richmond	142	66 74
Rush River	70	32 90
St. Joseph	72	33 84
Springfield	50	23 50
Star Prairie	133	62 51
Somerset	117	54 99
Troy	174	81 78
Warren	67	31 49
Total	2,212	1039 64

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Counties and Towns.	No. of Children	Apportionment.
AUK—		
Baraboo	849	$399 03
Bear Creek	256	120 32
Dellona	220	103 40
Excelsior	293	137 71
Fairfield	246	115 62
Franklin	326	153 22
Freedom	248	116 56
Greenfield	312	146 64
Honey Creek	408	191 76
Ironton	420	197 40
Lavalle	200	94 00
Merrimack	306	143 82
New Buffalo	347	163 09
Prairie du Sac	739	347 33
Reedsburg	507	238 29
Spring Green	369	173 43
Sumpter	385	180 95
Troy	342	160 74
Washington	300	141 00
Westfield	362	170 14
Winfield	288	135 36
Woodland	233	109 51
Total	7,956	3,739 32
SHAWANO—		
Belle Plaine	76	357
Hartland	27	12 69
Pella	69	31 02
Richmond	66	31 02
Shawano	25	11 75
Waukechon	12	5 64
Total	272	127 84
SHEBOYGAN—		
Abbott	682	320 54
Greenbush	637	299 39
Herman	819	384 93
Holland	945	444 15
Lima	713	335 11
Lyndon	550	258 50
Mitchell	420	197 40
Moselle	457	214 79
Plymouth	869	408 43
Rhine	552	259 44
Russell	262	123 14
Scott	570	267 90
Sheboygan	459	215 73
Sheboygan Falls	735	345 45
Sheboygan Falls Village	484	227 48
Sheboygan City	1,528	718 16
Wilson	459	215 73
Total	11,141	5 236 27

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Counties and Towns.	No. of Children.	Apportionment.
Trempealeau—		
Arcadia	135	$63 45
Caledonia	117	54 99
Chase	22	10 34
Ettrick	95	144 55
Gale	259	21 73
Lincoln	50	22 50
Preston	129	60 63
Sumner	54	25 38
Trempealeau	410	192 70
Total	1,271	597 37
Vernon--		
Bergen	149	70 08
Christiana	308	144 76
Clinton	153	71 91
Coon	167	78 49
Franklin	402	188 94
Forest	136	63 92
Greenwood	188	88 36
Genoa	109	51 23
Hillsboro	247	116 09
Harmony	168	78 96
Hamburg	265	124 55
Jefferson	365	171 55
Kickapoo	371	174 37
Liberty	110	51 70
Stark	131	61 57
Sterling	371	174 37
Union	123	57 81
Viroqua	602	282 94
Webster	174	81 78
Whitestown	83	39 01
Wheatland	126	59 22
Total	4,748	2,231 56
Walworth--		
Bloomfield	455	213 85
Darien	581	273 07
Delavan	951	446 97
East Troy	647	304 09
Elkhorn	406	190 82
Geneva	858	403 26
Hudson	556	261 32
La Grange	535	251 45
La Fayette	458	219 96
Linn	345	162 15
Richmond	398	187 06
Sharon	682	320 54
Sugar Creek	453	212 91
Spring Prairie	484	227 48
Troy	448	210 56
Whitewater	1,346	632 62
Walworth	543	255 21
Total	10,156	4,773 32

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Counties and Towns.	No. of Children.	Apportionment.
Washington—		
Addison	924	$434 28
Barton	494	232 18
Erin	822	386 34
Farmington	791	371 77
Germantown	1,053	494 91
Hartford	1,057	496 79
Jackson	803	377 41
Kewaskum	492	231 24
Polk	1,053	494 91
Richfield	866	407 02
Trenton	780	366 60
Wayne	770	361 90
West Bend	646	303 62
Total	10,551	4,958 97
Waukesha—		
Brookfield	824	387 28
Delafield	534	250 98
Eagle	560	263 20
Genesee	707	332 29
Lisbon	597	280 59
Menomonee	926	435 22
Merton	591	277 77
Muskego	600	282 00
Mukwanago	506	237 82
New Berlin	757	355 79
Oconomowoc	915	430 05
Ottawa	487	228 89
Pewaukee	606	284 82
Summit	401	188 47
Vernon	471	221 37
Waukesha	1,32[illegible]	621 81
Total	10,805	5,078 85
Waupaca—		
Bear Creek	73	34 31
Caledonia	192	90 24
Dayton	262	123 14
Farmington	273	128 31
Helvetia	32	15 04
Iola	223	104 81
Larrabee	27	12 69
Lebanon	136	63 92
Lind	373	175 31
Little Wolf	154	72 38
Matteson	42	19 74
Mukwa	416	195 52
Royalton	236	110 92
Scandinavia	319	149 93
St. Lawrence	222	104 34
Union	48	22 56
Waupaca	466	219 02
Weyauwega	471	221 37
Total	3,965	1,863 55

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Counties and Towns.	No. of Children.	Apportionment.
Waushara—		
Aurorah	306	$143 81
Bloomfield	276	129 72
Coloma	118	55 46
Deerfield	68	31 96
Dakota	129	60 63
Hancock	111	52 17
Leon	314	147 58
Mount Morris	183	86 01
Marion	234	109 98
Oasis	192	90 24
Plainfield	357	167 79
Poysippi	139	65 33
Rose	76	35 72
Richford	209	98 23
Springwater	186	87 42
Saxville	261	122 67
Warren	236	110 92
Wautoma	266	125 02
Total	3,661	1,720 67
Winnebago—		
Algoma	294	138 18
Black Wolf	295	138 65
Clayton	511	240 17
Menasha	842	395 74
Neenah	931	437 57
Nekimi	432	203 04
Nepeuskin	359	168 73
Oshkosh	304	142 88
" City	2,483	1,167 01
Omro	784	368 48
Poygan	297	139 59
Rushford	667	313 49
Utica	469	220 43
Vinland	398	187 06
Winchester	476	223 72
Wolf River	97	45 59
Winneconne	477	224 19
Total	10,116	4,754 52
Wood—		
Centralia	166	78 02
Dexter	69	32 43
Grand Rapids	332	156 04
Lincoln	.....	.....
Rudolph	88	41 36
Seneca	29	13 63
Sigel	25	11 75
Springfield	38	17 86
Saratoga	88	41 36
Total	835	392 45

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TABLE NO. II.

Counties.	No. of School Districts.	No. of Districts not reported.	No. of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 29 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No. of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year,	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No. of different pupils attending during the year.
Adams	55	3	43	6	1293	1165	2458	25	23	62	5131	4986	10117	1718	55272	1671	60222	2241
Ashland	3	....	....	....	138	141	279	....	....	2	207	154	361	104	5871	104	2961	144
Brown	59	2	18	2	2925	2944	5869	10	19	34	4020	4130	8150	2378	106662½	2454	82236	3065
Buffalo	38	4	11	2	971	856	1827	74	2	20	2346	1945	4291	794	40374	700	29999	1013
Calumet	56	3	8	1	1569	1579	3148	32	17	39	3456½	3057½	6514	1460	60580	1448	507243¾	1936
Chippewa	23	....	1	1	519	507	1026	3	3	9	990	1373	2363	418	16621½	580	20129	622
Clark	9	....	4	....	190	153	343	5	1	7	566	843	1409	203	9543	237	12044	307
Columbia	129	3	66	3	5220	4982	10202	49	101	156	11411	12030	23441	6449	285808	6303	260037	8266
Crawford	78	5	34	6	2072	1992	4064	20	4	51	4545½	4231	8776½	2113	85650½	2007	69948	2777
Dane	195	5	116	5	9622	9220	18842	97	78	208	17232½	14656	31888	9157	414165½	7807	306172½	12597
Dodge	165	2	90	2	8716	8569	17385	84	103	178	14545	12454	26999½	8699	321102	7155	274087	9964
Door	21	3	4	....	480	396	876	12	36	13	1335½	1127	2462½	344	13913½	344	13913½	353
Douglas	3	....	....	....	95	83	178	....	....	2	294	121	415	111	8743	112	4632	145
Dunn	32	4	10	2	706	649	1355	8	7	19	1808	2110	3918	707	35411	785	36355	989
EauClaire	29	1	12	1	741	731	1472	17	3	18	1570	2191	3761	756	36637½	881	38491	1166
Fond du Lac	146	2	79	9	7533	7454	14987	93	50	175	13238	11218	24456	6585	320353	6156	240760	7435

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Grant	176	10	74	10	6601	6732	13333	29	48	171	13834	11749½	25583½	7589	296564	6491	217298	9002
Green	102	3	49	....	4111	4100	8211	52	44	100	9011	7363	16374	5617	280252	4670	209536	6705
Green Lake	46	....	60	3	2437	2297	4734	24	24	68	5237	4837	10074	3033	103763	2843	92806	3168
Iowa	116	5	15	....	4567	4474	9041	23	15	67	7139	6087	13226	4704	157997	4529	132234	5884
Jackson	52	4	8	....	959	891	1850	22	6	30	2875½	3294½	6170	996	45894½	1187	49442	1484
Jefferson	95	2	81	3	6556	6719	13275	36	45	103	9869	8251	18120	6380	284174	5083	263872	7733
Juneau	80	5	36	4	1954	1797	3751	23	27	68	5820	5515½	11335½	2117	84893	2001	70443	2666
Kenosha	63	....	29	....	2513	2404	4917	40	28	67	5222	4422	9644	3123	219939	2149	105857	3693
Kewaunee	43	9	1	....	1310	1123	2433	99	5	13	1523	1739	3262	605	11762	719	8429	772
La Crosse	48	4	23	....	2318	2308	4626	39	16	28	3843	4223	8066	2606	57570	1979	51521	2723
La Fayette	103	5	28	....	4211	3976	8187	24	42	84	6358	8117	14475	3846	144836	4355	179374	5543
La Pointe	1	....	....	....	54	55	109	....	....	1	84	83	167	41	19397	405	10148	1208
Manitowoc	93	1	19	....	5153	4870	10023	51	18	53	7823	5725	13548	5679	186678	4964	132640	5029
Marathon	42	9	3	....	546	514	1060	9	23	16	2277½	1449	3726½	589	.....	.....	.....	.....
Marquette	50	5	39	2	1500	1350	2850	18	25	38	3322	3286	6608	1410	61542½	1336	56858½	1490
Milwaukee	88	....	21	4	13230	13901	27131	26	8	53	8213	4574	12787	7806	624702	7178	276330	10649
Monroe	94	8	41	2	2096	1944	4040	43	28	73	5475	7122	12597	2380	91055	2599	79453	2983
Oconto	19	1	6	....	614	521	1135	6	2	8	967½	1198½	2166	601	28980½	583	23642	832
Outagamie	69	....	8	....	2279	2217	4496	42	12	66	5526	5019	10545	2382	89397	2288	83133	2836
Ozaukee	53	....	14	1	3460	3474	6934	14	2	40	6080	2824	8904	3197	191044	2002	84111	3661
Pepin	19	3	12	1	526	522	1048	6	....	15	980	1213	2193	557	19668	514	18066	783
Pierce	48	11	26	4	981	934	1915	7	12	29	2207	2671	4878	1283	60142	1271	39765	1643
Polk	19	....	3	....	316	291	607	6	4	6	757	1412	2169	314	13041	364	17096	473
Portage	75	5	26	1	1480	1437	2917	25	14	44	4117	4973	9090	1750	61004	1841	57898	2201
Racine	56	1	50	....	4380	4164	8544	14	21	74	6295	4989	11284	4524	211675	4088	256950	5775
Richland	102	7	40	1	2622	2469	5091	36	25	72	6953½	5558½	12512	3098	110289½	2563	95171¼	3671
Rock	119	....	97	6	7281	7115	14396	61	47	154	11712	12240	23952	6375	338035	5976	295366	9798
St. Croix	46	1	23	2	1212	1160	2372	23	23	36	2628	3250	5878	1481	56162	1637	62112	2078
Sauk	130	5	7	5	4157	3989	8146	46	40	126	11134½	8949½	20084	5472	224355	4632	177635⅞	6513
Seawano	18	2	4	1	173	151	324	....	2	5	420	538	958	79	2198¼	164	5841	75
Sheboygan	107	3	41	1	5523	5540	11063	80	31	91	9727	6782	16509	6182	352201	4251	157197	6981
Trempealeau	39	2	10	4	794	729	1523	14	13	18	1779	2447	4226	692	37898¼	876	29305	1247
Vernon	104	6	41	5	2511	2487	4998	24	32	76	6527	5945	12472	2611	87412	2679	87021	3369
Walworth	104	3	69	4	4903	4891	9794	32	43	145	10409	10998½	21407½	6089	331065¼	5334	294938¼	7556
Washington	86	....	46	2	5472	5162	10634	48	14	70	10828	4342	15170	5135	253647	2289	97272	5313
Waukesha	82	....	104	5	5499	5294	10793	33	30	116	10679	9970	20649	6850	327370	5702	238307	8300
Waupaca	88	6	21	3	2140	2037	4177	21	67	65	5096	5501	10597	2502	94365	2369	100248	4307
Waushara	81	5	60	10	1817	1803	3620	32	23	69	6082	6513	12595	2033	84046¼	2017	75881	2662

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TABLE NO. II—concluded.

Counties.	No. of School Districts.	No. of Districts not reported.	No of parts of Districts.	No. parts Districts not reported.	No. of Male Children over 4 and under 20 years of age.	No, of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	No. of Districts maintaining School more than one term.	No, of days a school has been taught during winter term.	No. of days a school has been taught during summer term.	Total No. of days a school has been taught during the year.	No. of pupils attending during winter term.	Whole No. of days attendance of pupils during winter term.	No. of pupils attending during summer term.	Whole No. of days attendance of pupils during summer term.	No, of different pupils attending during the year.
Winnebago.....	86	2	69	3	5361	5355	10716	56	25	102	7895	7084	14979	5723	348194	5371	224149	7588
Wood.....	14	4	1	....	443	438	881	3	7	14	1172	1038	2210	462	20068½	639	24461	795
Total.....	3898	174	1801	127	166850	163056	329906	1716	1318	3467	310591½	279920	590511½	169909	7829986½	150682	5984518	211119

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TABLE NO. III.

Counties.	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. of different persons employed in teaching during the year	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female teachers per month during winter term.	Average wages paid Male teachers per month during summer term.	Average wages paid Female teachers per month during summer term.	Amount raised by tax for teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
Adams	14	46	4	61	108	84	$24 55	$17 57	$23 00	$14 66	$3246 90	$5 00	$470 00	$592 49	$525 00
Ashland	2	1	1	2	3	3	34 16½	20 00	35 00	20 00	184 00	.....	.....	.....	196 66
Brown	21	33	9	54	96	70	28 56	18 78	33 86	19 28	6706 96	67 00	625 00	989 92	1650 40
Buffalo	13	18	3	25	51	30	28 75	18 88	27 00	18 82	3577 00	10 00	751 00	365 20	115 00
Calumet	17	33	3	38	79	67	26 21 8-7	16 72½	20 75	15 19¼	3835 25	.....	1521 00	834 92	250 00
Chippewa	6	9		19	30	25	24 79	22 33	.....	20 42	3050 57	.....	.....	325 00	1366 95
Clark	5	6		11	20	15	32 66⅔	22 25	.....	21 75	2120 00	27 00	.....	225 00	.....
Columbia	81	88	12	155	305	253	29 22	18 50	36 90	16 15	15281 75	113 75	2606 00	4481 33	1403 04
Crawford	24	43	7	59	122	114	25 15	17 80	27 75	17 20	6942 60	50 00	355 00	700 96	1458 27
Dane	107	143	7	213	440	362	27 85	19 69	29 45	16 67	16065 71	69 04	9181 00	5987 16	15100 15
Dodge	88	145	13	180	353	294	12 92	18 08	43 01 4-15	15 65	18246 57	6 00	2061 00	4463 88	1604 65
Door	2	16	2	14	19	15	29 75	19 25	22 00	19 96½	2754 75	.....	550 00	1270 42	948 91
Douglas	1	3		3	5	5	33 00	17 00	.....	22 00	700 00	.....	.....	100 00	.....
Dunn	5	17	1	25	43	32	33 00	23 99	26 00	19 91	4054 00	16 00	1136 00	1041 00	400 00
Eau Claire	7	17	2	30	51	45	41 50	28 53	43 33	21 45	4818 00	26 00	3404 52	946 96	300 15
Fond du Lac	75	101	9	146	313	254	31 45	18 12	52 27	16 13	22545 00	71 00	12115 67	4930 44	1305 00

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TABLE NO. III—*continued.*

Counties.	No. of Male Teachers employed during winter term.	No. of Female Teachers employed during winter term.	No. of Male Teachers employed during summer term.	No. of Female Teachers employed during summer term.	No. of differe persons employed in teaching during the year.	No. who have had experience as teachers previous to this year.	Average wages paid Male Teachers per month during winter term.	Average wages paid Female Teachers per month during winter term.	Average wages paid Male Teachers per month during summer term.	Average wages paid Female Teachers per month during summer term.	Amount raised by tax for teachers' wages.	Amount raised by tax for maps, charts and apparatus.	Amount raised by tax for building school houses.	Amount raised by tax for other purposes.	Amount raised for school purposes at annual town meeting.
Grant	69	135	13	153	327	254	$30 20	$20 91	$29 87½	$15 45	$17759 79	$147 40	$7192 45	$4572 43	$2078 25
Green	56	75	6	112	224	184	25 71	18 23	31 50	15 27	9043 29	28 50	4564 00	1916 51	1000 00
Green Lake	45	38	5	73	135	114	29 98	17 08	32 20	16 09	9140 25	.....	3900 00	1673 14	3878 00
Iowa	33	82	7	104	190	158	32 13	22 28	42 25	20 40½	10983 80	181 50	2282 06	2399 70	3455 59
Jackson	11	27	1	42	79	71	27 77	19 06	30 00	18 09	5051 50	9 00	1529 00	823 75	1050 00
Jefferson	44	103	7	115	233	197	30 00	17 40	33 10	15 58	10131 90	142 00	6785 09	3189 10	6398 00
Juneau	26	51	2	70	132	110	28 62	15 85	63 00	52 72 11-17	7491 57	83 75	1142 50	1084 33	640 00
Kenosha	23	60	6	71	136	114	35 83¾	20 41⅓	32 77⅔	16 95 2-9	8339 95	10 00	847 00	3492 72	450 00
Kewaunee	7	15	4	21	31	26	19 66⅔	20 50 5-7	22 00	20 13 5-9	2772 00	12 50	704 50	340 19	270 00
La Crosse	29	29	1	57	104	75	32 26	19 07	20 00	19 35	7424 15	16 00	390 00	790 22	150 00
LaFayette	46	50	11	104	189	147	28 73 11-19	19 56	33 20	18 52½	8309 00	124 00	3731 00	2125 63	1710 00
LaPoint	1	.....	.....	1	2	2	33 33⅓	.....	.....	33 33⅓	400 00	20 00	.....	180 00	300 00
Manitowoc	42	46	22	62	144	114	29 15	19 63	28 32	18 91	12044 94	293 59	505 00	1189 32	548 87
Marathon	15	13	5	15	43	26	28 43¾	22 65	29 40	24 11	3411 00	147 00	1935 00	1013 92	1506 03
Marquette	17	30	2	43	83	70	26 70 1-6	18 84	17 00	16 33 2-7	3720 72	22 00	442 50	663 09	460 00
Milwaukee	42	108	17	110	196	148	31 60 2-8	20 20	36 47	19 85¾	3864 40	.....	.....	.....	1565 30
Monroe	29	50	2	93	152	133	25 90½	19 54	43 50	15 92 5-8	7944 00	146 00	2032 00	2040 24	941 00
Oconto	1	11	1	15	25	23	45 00	24 27	45 00	23 41⅔	2419 00	10 00	1220 00	755 00	340 00

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Outagamie	25	53	3	68	131	116	23 90	16 88 8-15	25 66⅔	16 59 6-10	6475 10	170 87	438 89	1237 85	25 00
Ozaukee	44	23	22	26	96	87	26 34	19 54	25 25	17 83	1938 12	143 50	494 00	701 15	2498 46
Pepin	6	12	....	21	33	23	30 88	20 56	.....	20 62	2199 00	.....	970 00	446 50	500 00
Pierce	11	28	2	44	72	56	33 64	20 26	50 00	20 38	7031 00	3 00	1456 00	737 45	1675 00
Polk	3	7	....	16	25	20	34 33⅓	19 83⅓	.....	20 84 4-5	796 70	.....	700 00	440 00	884 13
Portage	16	41	2	65	113	84	32 98	16 73	60 00	17 18	7872 29	55 00	1015 00	1406 98	535 00
Racine	20	85	3	95	148	140	37 98	20 14	50 00	18 34	10468 00	28 70	1629 75	2292 12	1675 00
Richland	53	54	8	75	169	118	24 81	17 18½	32 47 2-9	16 23½	7579 50	39 98	1806 00	1521 27	750 00
Rock	77	114	5	170	351	267	29 39¼	19 65 15-21	51 20	17 07¾	23692 75	53 75	5171 01	6316 47	400 00
St Croix	16	30	2	46	82	64	28 75	22 68	36 00	22 56	6635 37	150 00	905 60	1081 00	808 46
Sauk	52	109	6	134	262	217	26 09	17 54	20 29	16 23	10787 40	16 20	3766 25	3079 93	1453 67
Shawano	1	4	1	7	12	9	32 00	27 50	25 00	22 00	1421 00	26 00	255 00	86 00	.....
Sheboygan	51	78	7	98	214	185	29 03	19 90	37 37	17 12	9036 38	94 00	1972 00	2034 90	5947 00
Trempeleau	9	14	1	33	52	40	25 10	20 85 5-7	47 00	18 58 5-7	3462 50	50 00	625 00	972 91	100 00
Vernon	48	42	9	83	158	133	23 46	16 94	21 25	15 51	5449 54	11 00	1019 25	820 90	267 51
Walworth	70	87	9	140	274	230	33 17 15-17	18 44	43 18⅔	15 18	16906 00	28 50	1545 15	4565 49	100 00
Washington	64	42	10	50	146	158	27 18	17 94	28 03	14 92	3478 69	4 00	2318 00	1626 42	2484 00
Waukesha	44	93	9	119	243	204	32 35	20 65	38 57	16 48	14746 50	57 75	3126 06	3583 21	200 00
Waupaca	25	47	11	78	146	109	27 61	19 33	31 75	19 17	8408 00	105 90	1542 30	1919 39	647 09
Waushara	21	60	2	83	157	133	25 69	16 06	35 00	14 33	5552 51	.....	539 00	864 31	361 14
Winnebago	48	79	8	109	207	175	32 57	19 02	43 72	17 55	12798 80	63 00	3420 00	3534 40	150 00
Wood	3	14	3	15	31	28	60 00	23 81	47 00	20 92	4768 00	45 00	700 00	952 65	.....
Total	1621	2758	308	3871	7585	6242	30 02	19 72	34 77	19 14	415884 47	2990 18	39291 80	95725 42	74826 64

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TABLE NO. IV

Counties.	School houses without Blackboards.	School Houses without Outline Maps.	School House sites less than one acre.	Sites uninclosed.	Log School Houses.	Frame School Houses.	Brick School Houses.	Stone School Houses.	Lowest valuation of School House.	Highest valuation of School House.	Total valuation of School Houses.	Kinds of Books used in School. Spellers.	Readers.	Arithmetics.	Geographies.	Grammars.
Adams	3	65	75	64	26	39	...	...	$5 00	$500 00	$8,235 00	Sanders	Sanders	Ray	McNally	Clark
Ashland	1	1	2	1	1	1	...	...	.....	.....	1,550 00	...do	McGuffey	R. & Davies	Monteith	Pinneo
Brown	17	22	48	45	42	21	1	1	20 00	5,000 00	17,351 00	McGuffey	...do	Ray	Cornell	...do
Buffalo	3	29	13	27	19	12	1	...	20 00	1,700 00	7,740 00	Sanders	Sanders	...do	National	...do
Calumet	17	33	40	31	31	21	1	...	15 00	500 00	7,788 00	...do	...do	Thompson	Cornell	Clark
Chippewa	6	17	20	16	8	12	...	...	10 00	1,200 00	3,795 00	McGuffey	McGuffey	Davies	McNally	...do
Clark	7	11	12	12	8	4	...	...	50 00	400 00	2,087 00	...do	National	...do	...d	...do
Columbia	5	126	135	130	19	126	4	10	25	6,000 00	55,983 25	Sanders	Sanders	Thompson	Cornell	...do
Crawford	19	63	58	71	41	30	4	1	1 00	4,000 00	18,855 00	.....	.....	.....	.....	.....
Dane	15	170	187	179	52	136	17	25	5 00	4,000 00	86,051 50	Sanders	Sanders	Ray	McNally	Clark
Dodge	17	133	153	135	36	130	9	10	01	8,000 00	68,119 75	...do	...do	...do	Cornell	...do
Door	3	16	11	14	15	5	...	...	.....	.....	3,890 00	McGuffey	McGuffey	...do	...do	Pinneo
Douglas	...	1	3	2	1	2	...	...	100 00	500 00	900 00	...do	...do	...do	Mitchell	...do
Dunn	10	24	20	20	10	19	...	...	35 00	800 00	6,398 36	Sanders	Sanders	...do	Cornell	Clark
Eau Claire	5	31	27	24	7	20	...	...	20 00	1,000 00	5,275 00	...do	...do	Thompson	...do	...do
Fond du Lac	8	139	132	111	29	119	9	4	25	4,500 00	78,330 25	...do	...do	...do	...do	...do
Grant	47	159	114	145	43	116	13	15	10 00	5,000 00	70,576 00	McGuffey	McGuffey	Ray	McNally	Pinneo
Green	7	88	88	96	24	69	7	19	5 00	4,500 00	39,435 00	...do	...do	...do	Cornell	...do
Green Lake	2	49	53	59	14	56	...	2	10 00	2,000 00	19,490 00	Sanders	Sanders	Thompson	...do	Clark
Iowa	35	51	46	85	21	73	3	13	no rep't	.....	39,664 32	McGuffey	McGuffey	Ray	McNally	Pinneo
Jackson	8	24	18	33	8	35	...	...	10 00	1,000 00	10,075 00	Sanders	...do	...do	...do	...do
Jefferson	...	69	111	102	28	63	30	...	10 00	5,000 00	49,033 00	...do	Sanders	Thompson	Cornell	Clark

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Juneau	12	58	44	55	37	44	...	...	10 00	3,000 00	17,117 00	McGuffey	McGuffey	Ray	McNally	Clark
Kenosha	..	28	59	38	1	60	4	1	10 00	15,000 00	42,056 00	S. & Nat'l	National	Davies	..do	..do
Kewaunee	5	12	16	6	24	5	...	...	25 00	900 00	4,355 00	McGuffey	Sanders	Ray	Cornell	Smith
La Crosse	3	29	42	34	9	42	4	...	25 00	5,000 00	25,885 00	...do	...do	..do	Monteith	Pinneo
La Fayette	22	85	67	72	10	78	3	14	5 00	3,000 00	28,385 00	Webster	McGuffey	..do	..do	..do
La Pointe	..	...	...	...	...	...	...	...	...	...	...	Twins	Sanders	Robins	C. & Mitch.	W. & S.
Manitowoc	20	66	87	85	67	32	1	...	20 00	2,000 00	19,140 00	Sanders	...do	Ray	Cornell	Wells
Marathon	10	22	9	20	21	12	...	...	no rep't	...	8,077 00	...do	...do	Davies	Monteith	Clark
Marquette	8	24	27	30	23	18	...	...	5 00	1,500 00	9,842 00	...do	...do	Robinson	Cornell	..do
Milwaukee	2	20	69	33	13	53	14	1	10 00	16,250 00	116,584 00	McGuffey	McGuffey	Ray	Monteith	Pinneo
Monroe	36	55	62	72	45	53	...	...	25 00	3 900 00	19,403 55	Sanders	Sanders	..do	McNally	Clark
Oconto	2	4	7	10	3	12	...	...	100 00	1,600 00	7,685 00	...do	...do	..do	Cornell	Pinneo
Outagamie	5	45	57	47	33	36	...	...	02	5,500 00	21,477 02	McGuffey	McGuffey	..do	Monteith	Clark
Ozaukee	1	26	54	46	36	14	4	3	20 00	4,000 00	17,806 00	Sanders	Sanders	..do	McNally	..do
Pepin	3	22	12	17	10	10	...	1	25 00	2,500 00	8,925 00	...do	...do	Thompson	Monteith	Pinneo
Pierce	7	25	30	39	13	25	...	...	20 00	2,000 00	12,001 00	...do	...do	Robinson	..do	Clark
Polk	12	14	9	13	11	5	...	...	25 00	850 00	3,985 00	P. & W.	P. & W.	Davies	..do	..do
Portage	7	64	48	47	21	41	...	...	15 00	5,000 00	17,228 00	Sanders	Sanders	Ray	Cornell	..do
Racine	..	57	71	43	...	67	10	...	15 00	6,000 00	67,040 00	...do	...do	Davies	Mon&McN	..do
Richland	21	99	86	99	67	44	...	...	5 00	2,400 00	18,489 80	McGuffey	McGuffey	Ray	..do	..do
Rock	2	123	127	106	4	104	19	29	50	3,200 00	98,159 15	...do	...do	..do	Cornell	Pinneo
St. Croix	3	45	26	27	2	39	...	...	30 00	2,500 00	17,184 00	Sanders	Sanders	Davie	McNally	Wells
Sauk	16	110	119	110	45	82	2	8	1 00	2,000 00	33,968 75	...do	...do	..do	Mon&McN	Clark
Shawano	5	11	5	9	8	3	...	...	...	...	1,570 00	...do	...do	..do	Mitchell	..do
Sheboygan	14	72	76	86	35	79	2	...	3 00	2,000 00	30,793 00	...do	...do	..do	McNally	..do
Trempealeau	10	32	27	32	5	29	1	...	10 00	4,000 00	10,953 00	...do	National	..do	Monteith	..do
Vernon	32	81	68	78	52	44	...	...	5 00	450 00	13,833 75	McGuffey	McGuffey	Ray	Mitchell	Pinneo
Walworth	8	91	107	80	11	97	...	7	10 00	2,000 00	46,100 00	Sanders	Sanders	Thompson	Cornell	Clark
Washington	20	85	99	103	61	29	7	4	1 50	1,600 00	19,836 50	...do	McGuffey	Davies	Monteith	..do
Waukesha	2	84	99	91	8	89	9	12	20 00	10,000 00	59,412 00	...do	Sanders	Thompson	Cornell	..do
Waupaca	4	47	67	67	36	50	...	...	01	1,000 00	14,616 13	...do	...do	..do	..do	..do
Waushara	27	34	53	59	33	59	...	...	06	1,000 00	15,290 06	...do	...do	Ray	McNally	..do
Winnebago	16	71	86	75	19	74	7	...	01	8,000 00	51,785 19	McGuffey	McGuffey	..do	..do	..do
Wood	....	10	14	16	3	15	...	...	50 00	3,000 00	6,140 00	...do	...do	..do	Mitchell	Pinneo
	570	2982	3177	3147	1249	2553	198	186	01	$32,000 00	$1,487,495 33	Sanders.	Sanders	Ray.	Cornell.	Clark.

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TABLE No. V.

Counties.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Adams	1	180		150	.....	.....
Ashland	.....	.....	.....	.....	.....	.....
Brown	5	96	5	760	19	205
Buffalo	.....	.....	.....	.....	.....	.....
Calumet	1	26	10	337	11	98
Chippewa	.....	.....	1	9	.....	.....
Clark	.....	.....	.....	.....	.....	.....
Columbia	1	50	33	1073	17	417
Crawford	2	50	3	54	.....	20
Dane	2	60	50	1286	35	542
Dodge	12	454	50	2708	13	926
Door	.....	.....	.....	.....	.....	.....
Douglas	1	10	2	6	.....	.....
Dunn	.....	.....	.....	.....	.....	.....
Eau Claire	.....	.....	.....	.....	.....	.....
Fond du Lac	14	496	56	1662	28	501
Grant	13	587	7	459	7	218
Green	2	43	9	791	.....	161
Green Lake	5	122	29	900	30	333
Iowa	2	65	11	491	6	270
Jackson	.....	.....	2	66	.....	.....
Jefferson	10	260	45	1385	.....	335
Juneau	2	20	2	197	34	125
Kenosha	.....	.....	60	1460	.....	875
Kewaunee	.....	.....	.....	.....	.....	.....
La Crosse	7	325	4	119	.....	.....
La Fayette	5	173	6	675	10	741
La Pointe	.....	.....	.....	.....	.....	.....
Manitowoc	4	150	8	1041	42	299
Marathon	2	30	2	8	1	.....
Marquette	Not	reported	6	346	.....	102
Milwaukee*	54	5944	5	1145	10	409
Monroe*	1	19	.....	.....	.....	.....
Oconto	4	60	.....	no report	.....	.....
Outagamie	1	20	9	326	.....	72
Ozaukee	4	390	29	1471	60	818
Pepin	1	100	.....	.....	.....	.....
Pierce	1	28	.....	.....	.....	.....
Polk	.....	.....	.....	.....	.....	.....
Portage	2	56	5	334	.....	573
Racine	6	216	41	1836	.....	737
Richland	4	120	8	190	.....	416
Rock*	4	127	29	1456	40	1062
St. Croix	.....	.....	1	25	.....	.....
Sauk	8	201	27	630	7	342
Shawano	.....	.....	.....	.....	.....	.....
Sheboygan	10	491	46	1333	26	358

* These items not fully reported.

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Table No. V.—continued.

Counties.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Trempealeau,	.....	.....	5	274	.....	31
Vernon	2	70	.....	.....	.....	.....
Walworth	14	94	106	940½	.....	408
Washington	6	299	54	1168	8	456
Waukesha	13	309	25	725	5	288
Waupaca	.....	.....	4	164	32	140
Waushara	3	76	.....	.....	.....	.....
Winnebago	5	199	6	373	8	116
[illegible]ed	2	47	1	72	.....	.....
Total	236	12,063	753	28,475	499	12,385

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ERRATA.

Page 8, eighth line from the top, for "attained" read "obtained."

Page 18, sixteenth line from the top, for "were" read "was."

Page 49, seventh line from the top, for "neither" read "either," and for "nor" read "or."

Page 91, in table "cost of instruction," for "74 cts." amount expended for each scholar of school age in 1861, read "$2.74;" and for "81 cts." in 1862, read "$2.81."

Page 102, third line from the top, for "benificent" read "beneficent."

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SEVENTEENTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF WISCONSIN,

FOR THE

YEAR ENDING AUGUST 31, 1865.

By JOHN G. McMYNN,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:

WILLIAM J. PARK, STATE PRINTER—WISCONSIN CAPITOL OFFICE.

1866.

STATE HISTORICAL SOCIETY

1900

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

MADISON, December 10, 1865.

To His Excellency, JAMES T. LEWIS,

Governor of Wisconsin:

SIR:—I have the honor to transmit herewith the Seventeenth Annual Report from this Department, including statistical information in regard to colleges, academies and seminaries, so far as reports could be obtained at this office.

To the Report an appendix is added, containing special reports from county superintendents so far as received.

I am, sir, very respectfully,

Your obedient servant,

JNO. G. McMYNN,

Superintendent of Public Instruction.

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ANNUAL REPORT.

To the Legislature of Wisconsin:

GENTLEMEN:—The following statistical statement of attendance, teachers, taxes, etc., obtained from the annual reports of county superintendents, made as required by section 98, of the school code, will present, in an intelligible manner, the principal facts relating to the public schools of the state, for the year 1865:

GENERAL STATISTICS.

Number of counties reported,	57
.....do.....towns reported,	771
.....do.....whole districts,	3,806
.....do.....parts of districts,	1,738
.....do.....districts not reported,	121
.....do.....parts of districts not reported,	60
Whole number of children over 4 and under 20 years of age,	335,582
Number of different pupils who attended the public schools,	223,067
.....do.....days' attendance of different pupils in the public schools,	14,681,167
Average number of days the schools were taught,	134½
Per cent. of attendance of number registered,	50
.....do.....do.....entitled to school privileges,	33
Number of different persons employed as teachers,	7,582
Average wages of male teachers per month,	$36 45
.....do.....female teachers per month,	22 24
State fund apportioned,	151,816 34
Total am't expended during the year and on hand August 31,	1,055,101 33

The foregoing embraces the salient facts relating to our public schools for the past year. They indicate progress. For fuller information, reference may be made to the tables found in the appendix.

SCHOOL DISTRICTS.

There is a decrease in the number of districts in the state since the date of the last report of 352. This is, in part, owing to consolidation, and is, so far, a gratifying fact. Some districts have become disorganized from causes originating in the late war, and in others no schools were supported and hence no reports were made.

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The policy of consolidation of districts is to be commended, and town boards of supervisors can do much to promote the interests of education by refusing to divide those at present organized, without urgent reasons. By uniting districts, when it is practicable, they diminish the per cent. of taxation necessary to support the schools, as well as strengthen them in many respects.

Hundreds of districts in the state are too small to support good schools, and hence there arises a necessity for employing the cheapest teachers, who usually teach the dearest schools. The convenience of having the school house so situated that children have to walk but a short distance in order to reach it, is a very poor compensation for a waste of time after entering it. It is far better for a child, old enough to attend school, to walk two or even three miles to reach a good school, than to walk less, if the latter involves being under the influence and instruction of a teacher whose only qualification is that "he teaches cheap."

ATTENDANCE.

There are 11,948 more scholars reported as attending the public schools this year than last. The whole number of members is 66 per cent. of the whole number over 4 and under 20 years of age in the state. Excluding those less than 4 and over 20 years of age, who have been registered, we find that 65 per cent. of the whole number drawing public money have attended school some part of the time.

The number less than 4 years of age who have been registered is 1,252. When we consider the fact that no child ought to attend school before he is six years of age, and that every day spent there before he is five is detrimental to him, we can but regret the ignorance on the part of parents, which this item of the reports brings to view. We have reason to believe that the number is much greater than is reported, for intelligent teachers and school officers uniformly refuse to register those less than four years of age, and hence parents who are so inconsiderate as to send their children to school thus early, are not careful in respect to the statements made as regards their age.

The reports show that 1,523 over twenty years of age have attended school some portion of the time.

The average length of time the public schools have been kept during the past year is 14 days more than it was last year. The time required by law is 66 days, and the average number of days each school has been taught during the past year is 134½, or more than twice the number required by law. This fact would seem to warrant a change in the law. Three months school is less time than is required by any other northern state as old as Wisconsin, as a condition of receiving a portion of the income of the school fund, and the same reasons, that induced the legislature to require that a school should be maintained three months, would now seem to justify a requirement of five. Seventeen years have passed since the present law was enacted, and the ability of the people to meet the expenses of education has at least quadrupled within that time, and it

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is believed that a law requiring that a school shall be taught not less than one hundred days during the year, in order to entitle the district to a share of the annual apportionment of the income of the school fund, would be generally and heartily approved.

The following table shows, for each year since the present school system went into operation, (1), the total number of children in the state over four and under twenty years of age; (2), the total number having attended the public schools some portion of the year; (3), the per cent. of attendance as compared with the whole number of school age; and, (4), the average number of days schools have been taught:

YEAR.	Total number of children in the State over four and under twenty years of age.	Total number who attended school some portion of the year.	Average number in school a portion of the time, of each hundred of school age.	Average number of days schools were taught.
1849,	70, 457	32, 147	45	71
1850,	92, 047	61, 507	66	74
1851,	111, 431	78, 944	70	74
1852,	124, 783	88, 042	71	75
1853,	138, 279	97, 835	69	75
1854,	155, 125	103, 933	65	77
1855,	186, 960	122, 462	64	84
1856,	213, 886	134, 353	64	99
1857,	241, 545	153, 613	60	
1858,	264, 077	171, 885	63	122
1859,	278, 871	188, 477	64	121
1860,	288, 984	194, 357	67	136
1861,	299, 133	198, 443	66	132
1862,	308, 056	191, 366	62	109
1863,	320, 965	215, 163	67	120
1864,	329, 906	211, 119	64	120½
1865,	335, 582	223, 067	66	134½

From the above table it appears, that during the seventeen years covered by the reports, there has been an average of *sixty-four* out of each hundred of school age who have attended the public shools during a part of the year. The actual daily attendance cannot be accurately calculated for the past seventeen years, but for the present year it is fifty per cent: of the number registered; that is of the sixty-six pupils registered for each hundred of school age, there was an average daily attendance of *thirty-three* during the 134½ days the schools were in operation. Or to state the fact in other words, there has been an average attendance of thirty-three children in the schools during each of the 134½ days the schools were in session, for each 100 who were over four and under twenty years of age. From this it appears, that taking one day with

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another, during the six months the schools are open, the number of children who are *not* in the public schools, is to the number who are, as 2 is to 1. This result would be but little modified, should the number attending private schools be taken into account.

TEACHERS.

Until 1862 there was no reliable report showing the number of teachers employed in the public schools of the state. The numbers since that year are as follows:

Year.	Males.	Females.	Total.
1862,	2,433	4,636	7,069
1863,	1,894	5,509	7,403
1864,	1,704	5,875	7,579
1865,	2,222	5,310	7,582

An increase in the number of female teachers, on account of the war, was to be expected. Still, the increase is less than was generally supposed, and there has been an increase in the number of male teachers during 1865 of 518. The demand for teachers is at present greater than the supply. Hundreds of persons possessing very limited attainments are employed, not because the people are indifferent to their qualifications, but because the school houses would be unoccupied, if only those fitted were selected as teachers.

During the past year there have been granted 7,082 certificates. Of these, 59 were of the *first grade*, 195 of the *second grade*, and 6,828 of the *third grade*; reported as follows:

	1st Grade.	2d Grade.	3d Grade.	Total.
Male teachers,	36	64	1,990	2,090
Female teachers,	23	131	4,838	4,992
Total,	59	195	6,828	7,082

The highest, or *first grade* certificate is granted on examination in Orthoepy, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Grammar, Geography, Physiology, Physical Geography, Algebra, History of the United States, Natural Philosophy, Geometry, and Theory and Art of Teaching.

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The names of those who received first grade certificates, and the counties in which they were granted are as follows:

Gentlemen.	Counties.	Ladies.	Counties.
Thaddeus Lamon,.....	Columbia.....	Ellen E. Merrill,.....	Columbia.
N. E. Goldthwaite,.....	Dane, 2d District.	E. H. Hooker,.....	Dane, 2d Dist.
S. A. McWilliams,.....	Dodge,....do.....	Jennie Trowbridge,...	Dodge, 2d Dist.
H. A. Wentz,..	Dunn.....	Eliza Sawyer,.....	Dodge, 2d Dist.
A. J. Howland,.....	Eau Claire.....	Minerva Perry,.....	Dodge, 2d Dist.
N. P. Gage,.....	Fond du Lac.....	Mattie S. North,.....	Dodge, 2d Dist.
Maurice McKenner,.....	.....do.....	L. E. Cooper,.....	Eau Claire.
R. Davenport,.....	Green.....	Augusta Kidder,.....	Eau Claire.
Conrad Matter,.....	.....do.....	Louisa J. Scribner,....	Fond du Lac.
D. C. Green.....	Jefferson.....	Laura L. Wilson,.....	Grant.
Wm. Ahem,.....	La Fayette.....	Phebe R. Rose,.....	La Fayette.
E. Parmilee,.....	.....do.....	Anna Kennada,.....	La Fayette.
J. M. Osborn,.....	.....do.....	Juliette Hollister,.....	La Fayette.
F. C. Atwell,.....	Marathon,.....	Nellie Smith,.....	La Pointe.
Peter Conlan,.....	Milw'kee, 1st Dist	Amanda Knox,.....	La Pointe.
P. R. Gannon,.....	Ozaukee.....	Annie Langton,.....	Milw'kee, 1st Dist
John Richards,.....	Portage.....	Fannie Jeffreys,.....	Milw'kee, 1st Dist
Charles Holmes,.....	Racine.....	Sarah Megran,.....	Portage.
Wm. H. McIntosh,.....	.....do.....	J. M. Swartz,.....	Racine.
N. E. Carver,.....	Richland-.....	Ellen J. Merritt,.....	Rock, 2d Dist.
Irving R. Spooner,.....	Rock, 2d Dist.....	Jane C. Bovee,.....	Rock, 2d Dist.
L. H. Warren,.....	Trempealeau.....	Mary M. Cox,.....	St. Croix.
J. N. Wells,.....	Waukesha.....	Mary G. Sherman,.....	Walworth.
S. M. White,.....	.....do.....	Mary C. Nelson,.....	Waukesha.
T. H. Earle,.....	Waupaca.....		
M. W. Martin,.....	.....do.....		
Wm. B. Mumbrue,.....	.....do.....		
J. M. Jackson,.....	Wood.....		

It should be observed that the teachers of schools in cities and incorporated villages are generally examined by boards of education or city superintendents, and no report of the examination is made to this office, hence the names of some of our best teachers do not appear in the above list. In some cases county superintendents have failed to report the names of those examined; this will explain the fact that less than 59 names are given in the table.

TEACHERS' WAGES.

There has been an increase in the monthly wages paid for teaching, during the past year, which shows an appreciation of, and liberality towards the teachers of our public schools. The numerous applications made to this office for well qualified teachers, show that there is a desire on the part of the people, in many of the villages, to employ and liberally

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pay those who are fitted by education and experience to take charge of union or graded schools. It has been found quite impossible, however, to answer these applications favorably.

The following table shows the monthly wages paid to teachers since 1849, and the ratio of the wages of female teachers to those of male teachers:

Year.	Male.	Female.	Ratio. per ct.
1849,	$15 22	$6 92	45
1850,	17 14	8 97	52
1851,	17 15	8 35	48
1852,	15 83	8 64	54
1853,	18 17	9 94	50
1854,	18 75	11 00	60
1855,	23 10	12 08	52
1856,	25 38	13 80	54
1857,	24 60	15 16	62
1858,	27 02	14 92	55
1859,	22 93	14 29	63
1860,	24 20	15 30	63
1861,	23 01	14 62	63
1862,	25 82	15 82	61
1863,	27 11	16 81	62
1864,	32 39	19 43	60
1865,	36 45	22 24	61

SCHOOL TAXES.

The following is a statement of the aggregate valuations of real and personal property, and of the amounts raised for school purposes during each of the past ten years.

Year.	Aggregate valuation of property in the State.	Amount raised for School purposes.	Amount per dol.
			Mills.
1855,	$87, 500, 000	$90, 192 57	1
1856,	150, 000, 000	72, 604 88	$\frac{1}{2}$
1857,	150, 000, 000	128, 161 04	$\frac{8}{10}$
1858,	175, 000, 000	147, 919 56	$\frac{8}{10}$
1859,	168, 620, 233	454, 261 42	$2\frac{2}{3}$
1860,	184, 062, 536	402, 765 23	$2\frac{1}{2}$
1861,	180, 984, 354	723, 130 25	4
1862,	182, 507, 222	679, 798 94	$3\frac{2}{3}$
1863,	153, 071, 773	821, 859 78	$5\frac{1}{2}$
1864,	152, 652, 752	908, 152 04	6

Until 1860 the reports of school officers were very inaccurate. The blanks were then so modified as to render the reports much more reliable.

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The amount raised by taxation and received from other sources, for the support of schools during the past year, is $1,055,101 33, as will be seen from the following summary of the financial statistics of the county superintendents' reports:

	Receipts.	Disbursements.
Taxes for building and repairing,	$90, 649 84	.....
Taxes for fuel and incidentals,	74, 861 18	.....
Taxes for teachers' wages,	388, 627 76	.....
Taxes for apparatus,	3, 786 18	.....
Taxes for libraries,	1, 314 01	.....
Taxes to pay old indebtedness,	20, 390 56	.....
Income of the school fund,	134, 148 87	.....
Taxes levied by town meetings,	61, 804 04	.....
Taxes levied by boards of supervisors,	103, 775 44	.....
Tuition of non resident pupils,	5, 205 09	.....
From all other sources,	47, 692 64	.....
For building and repairing,	.....	$86, 420 05
For fuel and incidentals,	.....	91, 968 93
For services of male teachers,	.....	189, 614 89
For services of female teachers,	.....	471, 257 50
For apparatus, etc.,	.....	4, 525 60
For libraries, etc.,	.....	2, 111 99
For old indebtedness,	.....	30, 146 32
For school furniture,	.....	6, 992 54
For registers, records, etc.,	.....	2, 923 42
For all other purposes,	.....	27, 261 60
	$932, 255 61	$913, 222 85
Money on hand August 31, 1864,	122, 845 72	.....
Money on hand August 31, 1865,	.....	130, 441 35
Error in reports,	.....	11, 437 13
	$1, 055, 101 33	$1, 055, 101 33

No reports relating to finances were received from the 1st District of Dodge county, nor from Burnett, Polk and St. Croix counties.

The reports forwarded by the Superintendents of Adams, Ashland, Buffalo, Calumet, Columbia, Door, Douglas, Juneau, Kenosha, Manitowoc, 1st District Milwaukee, Oconto, Pierce, Racine, 1st District Rock, Sheboygan, Vernon and Waupaca were balanced, and were therefore regarded as reliable.

The summary presented can be regarded only as an approximation towards an accurate statement of the school expenses for the past school year. In respect to one item it will be observed there is a mistake of $17,667 47. This is in reporting the receipts from the apportionment of 1865, and yet, there is no part of the report required of the District Clerks less difficult to render properly than this. The inference from the reports rendered by County Superintendents, is, that many District

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Boards do not keep their accounts in such a manner as to enable the clerks to state the sources and amount of receipts, and the objects and amount of expenditures during the year. From only eighteen of the sixty-one County Superintendents, have the financial reports been correct, or reliable. No blame can attach to the county superintendents, inasmuch as their reports are compiled from those of town clerks, and the reports of town clerks are made up of the reports of district clerks.

The latter, then, are responsible for the errors reported to this office, and without greater care and more system in keeping their accounts, nothing reliable can be known in regard to school expenses.

There has been raised during the past year by tax, for school purposes, $2 70 for each child over 4 and under 20 years of age, and $4 07 for each person registered as a member of the public schools.

The amount raised, divided by the average daily attendance, will show that for each person attending school 134½ days there has been a tax of $8 10. If the amount of tax raised for permanent improvements be excluded from the estimate, and only the amount raised for teachers' wages and incidental expenses be considered, we find the following result:

Axerage tax for tuition of each pupil in actual attendance, the average numberof days during which schools were taught,.....	$6 73
Average tax for tuition of each person registered,.....	3 37

Assuming the whole sum expended for educational purposes, at $1,075,000, which is rather below than above the true amount, we find the following result:

Average amount expended for each person over 4 and under 20 years of age,..	$3 20
Average amount expended for each person registered,.....	4 82
Average amount expended for each person in attendance during the average time schools were taught,.....	9 60

It will be observed that the tax required to support those who are registered, but who are absent a portion of the time the schools are in session is one of the largest paid by the people of the state. The direct cost of irregularity and absenteeism is about one-half the whole cost, or, in other words, fifty cents of each dollar expended for educational purposes is wasted by providing school houses and teachers for those who *need* but do not use them. The facts developed by our school returns will, we think, lead to the conclusion that in no other department of human labor is there such needless waste of both time and money as in the management of our public schools.

SCHOOL HOUSES AND SCHOOL HOUSE SITES.

The number of public school houses is 4,338, accommodating 241,593 pupils. The increase in number of school houses during the past year is 152. There are 370 built of stone or brick. The number having outhouses in good condition is 1,418. There are 517 still without blackboards, and only 750 are furnished with outline maps. 3,943 are not provided with clocks.

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In regard to sites the reports show 3,454 containing less than one acre, and only 691 well enclosed.

The cash value of school houses is	$1,455,322 20
The cash value of sites,	214,447 86
	$1,669,770 06

There are buildings in twenty counties valued each at $5,000 or more. The building valued highest is in Milwaukee, its estimated worth being $21,000. In the appendix will be found more detailed information.

With increase of wealth there is a desire for better school houses in most parts of the state. The people understand that ease and comfort are essential to the progress of their children in study. During the past year many school houses were built that indicate both intelligence and taste. Most of our cities and large villages are provided with school buildings that reflect credit upon the State. In some instances these buildings are furnished in a becoming manner. The aisles are carpeted, the windows curtained and the walls adorned with maps, charts and pictures. The number of such buildings is increasing year by year. It is, however, not to be denied, that there are still in existence hundreds of buildings, of forbidding appearance, and in a dilapidated condition, used for school purposes, where children are gathered and subjected to all the pernicious influences that furniture illy constructed, rooms poorly warmed, lighted and ventilated, walls begrimed with dirt, and windows broken and uncurtained, can exert. The indifference of parents to these things is as disgraceful as it is inexplicable. The dislike that children feel toward school is too often the effect of causes that parental interest and attention could easily remove. To willingly sit and study in such school rooms as a few we have visited during the past year, would argue a degree of apathy that children, fortunately, seldom reach.

The reports received at this office show that more than two-thirds of the outhouses belonging to the public schools are in bad condition. In some instances these are entirely wanting. Providing these necessary buildings would seem to be only heeding the simplest dictates of decency. It is to be regretted that county superintendents do not possess the power of compelling district boards to remove the disgrace that the lack of these brings upon our common schools. Refinement and purity are not easily rooted out of the minds and hearts of children, but there are some assaults that it is difficult for even innate feelings to withstand.

The small number of sites that are suitably inclosed is by no means creditable to the people of the state. The influence of pleasant surroundings is understood by all intelligent people. Were our children, while at school, accustomed to planting and protecting trees and shrubbery, a taste would be developed that would produce good results in after life.

Much money is wasted in building school houses without any suitable plan from which to work. No building committee should attempt to build until they have obtained carefully prepared designs and drawings of the proposed building. These, after careful examination, may be modified so as to conform to the views of the committee. Unless the plan is

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completed before work is commenced, the cost of extras will ten times exceed the cost of all the drawings necessary. Besides, many of our school houses are built by contract, and if there are no drawings, or if those provided are imperfect, the building committee place themselves completely in the power of the builder. Every architect knows that no contract can be so expressed in words without the aid of well drawn plans, as to preclude the builder from doing the work for ten per cent. less than it should cost, and yet not violate the terms of agreement.

We visited several school buildings during the past summer, which cost from $5,000 to $20,000 each, that are so illy arranged, as regards blackboards, desks, wardrobes, recitation rooms, means of warming and ventilation, as to be comparatively unfit for school purposes, and yet an expenditure of a small sum for plans prepared by a good architect would have provided conveniences that hundreds of dollars cannot now secure. District Boards contemplating building, are invited to correspond with this Department, and such information will be given and suggestions made, as may be useful in those cases where an architect cannot be conveniently consulted.

PRIVATE SCHOOLS NOT INCORPORATED.

The number of private unincorporated schools reported is eight less than in 1864. The following statement is compiled from the reports of the present year:

Number of private unincorporated schools in the state,	228
Number of pupils registered who have not attended a district school during the year,	7,986
Average number in daily attendance,	5,854
Number of teachers employed,	242

The imperfect returns render a statement of the average length of time such schools were in session, impossible. Indeed, there is little reliance to be placed upon the reports in regard to this class of schools. They, as a general thing, make no reports, and not being under the supervision of any school officer, it is difficult to obtain information concerning them. All the facts relating to them, so far as known in this office, will be found in the appendix.

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ACADEMIES, SEMINARIES AND INSTITUTES.

The following table embraces such facts in regard to this class of schools as have been reported:

Abstract of Reports of Academies, Seminaries, etc., for 1865.

Corporate name of Institution.	Name of place where located.	Name of Principal or Preceptress.	Date of Organization.	No. of Members of Faculty.	No. Students during year.	Number of Graduates.	Cash value of Buildings.
Albion Academy.....	Albion,.....	Rev. A. R. Cornwall,	1854	9	262	7	$15,000
Baraboo Col. Instit.,	Baraboo,.....	Prof. E. F. Hobart,..	1860	3	169	3	3,000
Baraboo Fem. Sem.,..	Baraboo,.....	Miss B. Bassett,.....	1856	2	56	...	2,500
Benton Fem. Acad.,..	Benton,.....	Regena Malquena,..	1862	26	126	20	15,000
Brunson Institute, ...	Point Bluff,.....	Prof. G. W. Case,.....	1856	3	110	5	10,000
Durand Institute,....	Durand,.....	Prof. J. R. Hanan,....	1862	3	75	...	5,000
Evansville Seminary,	Evansville, ...	Rev. H. Colman, ...	1856	5	216	...	10,000
Lancaster Institute,..	Lancaster,.....	Prof. John J. Copp,..	1857	4	230	...	2,500
Milton Academy,.....	Milton,.....	Rev. W. C. Whitford,	1854	7	292	40	15,000
Oconomowoc Sem.,...	Oconomowoc, ...	Miss Grace P. Jones,	1856	6	50	3	4,200
Platteville Academy,	Platteville,.....	Prof. G.M.Guernsey,	1843	3	200	...	25,000
Waterloo Academy,..	Waterloo,.....	Prof. S. A. Hall,.....	1852	4	60	...	.....
Waukesha Seminary,	Waukesha, ...	Rev. M. Pope,.....	1864	3	29	...	.....
Wesleyan Seminary,	West Eau Claire,	Prof. S. M. White,...	1862	3	75	...	2,000
Total,.....	.....	.....	.....	81	1950	78	$109,200

There are, probably, schools not embraced in the foregoing table that ought to have been reported. The German English Academy of Milwaukee is omitted, but it is well known to be admirably managed by its accomplished principal and efficient board of trustees. The course of study is practical, and its discipline excellent. It possesses a cabinet well arranged and sufficiently extensive for purposes of instruction, and the school is doubtless one of the best in the West.

No reports are received from the high schools, containing definite information in regard to them. They are included in the general report. There are schools of this class in Beloit, Berlin, Delavan, Fond du Lac, Janesville, Kenosha, Oshkosh, Portage, Racine and Waupun which are inferior to none in the state. It is to this class of schools and to our academies that we must look for the training that is to fit our young men for the practical pursuits of life. Every city and village ought to found

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a high school as soon as practicable, to complement its primary and grammar schools, and many of the thickly settled towns of the state could, with great advantage, make provision for educating their children by founding central schools of a grade higher than the ordinary public schools.

COLLEGES AND UNIVERSITIES.

There are nine colleges and universities in the state. Each has been struggling for a right to live; and several, it is hoped, have secured it. Some are endowed, and thus give promise of future usefulness. While these endowments are small, in comparison with those of older institutions, they nevertheless show an appreciation of higher culture. A large number of those attending this class of schools are members of the preparatory departments. Until the High Schools and Academies shall fit boys to enter upon the collegiate course, the preparatory departments of the colleges cannot be dispensed with, but it is believed that the day of small things is passing away, and that the higher institutions will soon be relieved of work that does not legitimately belong to them.

The need of higher education begins to be felt by the people of the state. If our public schools are to realize the hopes indulged in regard to them, they must be energized by influences originating above and not below them. This is the law of educational development. In the past history of our state there is found little evidence of general interest in higher education. Nor is this surprising, when the social condition of a new state is considered. The first work to be done is to subdue nature, and provide for physical well being, to clear the land, to make roads, to build houses, and to provide such institutions as are indispensable to the existence of society. Education was early recognized as a prime necessity, but it was that kind of education essential to society in an undeveloped state, but, with increased wealth and diversified pursuits we may look for a wider popular sympathy with intellectual culture, and a more efficient support of higher institutions of learning. The wide spread sympathy with popular education and popular literature, which we observe, must culminate in a desire for systematic and generous culture. The opinion that our public schools can meet the educational wants of the state is both fallacious and mischievous. In them are taught those things necessary to be known by every member of the community. They do not rise above the average intelligence of the people; they are the exponents of the average at different times. They do not represent the attainments of the most advanced members of the community on the one hand, nor the ignorance and prejudice of the least advanced on the other, But society should be progressive. This implies the discovery of new truths and their application to the needs of humanity. But new truths are the result of long study and calm reflection. They are revealed to but few at first. Necessary to their discovery are libraries, museums, apparatus. These, with learned men, constitute a college or university. Opposition to institutions that afford leisure and facilities for research and study. betrays a lack of sympathy with the progress of society, as well as a want of knowl-

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edge of the conditions of its advancement. It is the duty of the state to cherish and aid its higher institutions, for it thereby most effectually secures the prosperity of all. This may not be the most propitious time to consider the claims of these schools, but there is little doubt that when the time arrives, their importance to the prosperity of the state will secure for them a favorable consideration.

The following is an abstract of the reports in regard to colleges and universities returned by county superintendents:

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ABSTRACT OF REPORTS OF UNIVERSITIES AND COLLEGES,

For the year ending August 31, 1865.

Corporate name of Institution.	Place where Located.	Name of President.	Date of Organization.	No. of Members of Faculty.	No. of Seniors.	No. of Juniors.	No. of Sophomores.	No. of Freshmen.	No. of Preparatory Students.	Total No. of Students.	Total No. of Graduates.	Cash value of Buildings and Grounds.	Amount of Endowment.	Amount of Revenue derived from Endowment.
University of Wisconsin,	Madison,	Rev. J. W. Sterling,	1848	9	7	5	5	24	256	297	53	150,000	157,170	10,002
Beloit College,	Beloit,	Rev. A. L. Chapin,	1843	8	20	14	18	30	120	202	89	40,000	200,000	10.000
Galesville University,	Galesville,	H. Gillsland,	1859	3	...	...	...	6	40	46	5	12,000	80,000	300
Ripon College,	Ripon,	Rev. W. E. Merriman,	1853	8	...	9	6	3	131	149	.....	35,000	5,000	350
Racine College,	Racine,	Rev. James De Koven,	1852	10	...	...	...	...	120	136	.....	.....	.....	.....
Sinsiniwa Mound College,	Sinsiniwa Mound,	Rev. James Rooney,	1849	...	...	...	...	...	.....	.....	.....	25,000	.....	.....
Lawrence University,	Appleton,	Rev. G. M. Steele,	1847	7	5	10	20	24	210	269	77	.....	.....	.....
Wisconsin Female College	Fox Lake,	Miss C. A. Bodge,	1856	5	4	...	6	...	.....	120	5	20,000	.....	.....
Wayland University,	Beaver Dam,	Rev. H. H. Trask,	1855	5	...	...	...	...	.....	220	.....	25,000	.....	.....
Totals,	.....	.....	.....	55	36	38	55	87	877	1439	229	$307,000	$392,170	$20,652

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SCHOOL FUND.

The amounts belonging to the productive portion of the school fund, on the 30th day of September, 1865, were as follows:

Amount due on land sold on certificates,	$675,037 11
Amount due on mortgages,	289,122 75
Amount of certificates of state indebtedness,	897,000 00
Amount of state bonds,	103,700 00
Fund bearing 7 per cent. interest,	$1,964,859 86

The condition of this fund on the 30th day of September, 1864, was as follows:

Amount due on land sold on certificates,	$861,217 50
Amount due on mortgages,	571,135 90
Amount of certificates of state indebtedness,	516,300 00
Amount of state bonds,	103,700 00
Amount of swamp land certificates and loans,	66,070 09
Fund bearing 7 per cent. interest,	$2,118,423 56

The revenue accruing to the school fund from the sales of swamp lands previous to June 1st, 1865, was, by chapter 537 of the laws of 1865, abolished; and in lieu thereof, twenty-five per cent. of the income of the normal school fund is to be annually apportioned with the income of the school fund, until such income shall reach the sum of two hundred thousand dollars. Under the provisions of the act referred to there has been transferred from the productive school fund of 1864 to the normal school fund $248,460 00. This amount did not belong to the school fund on account of sales of school lands, but was the net proceeds of money transferred from sales of swamp and selected lands to the school fund and loaned in 1857 and 1858.

There is a decrease in the amount due on lands sold on certificates, of $186,180 46; and in the amount due on mortgages of $282,013 15, making $468,193 61. This arises from payments and forfeitures exceeding the loans to individuals during the year. All loans made from this fund during the past year have been made to the state. This is indicated by an increase of $280,700 in certificates of state indebtedness, which is $87,493 71 less than the decrease on individual loans. Adding to this the sum of $66,070 09 reported last year as due on swamp land loans and certificates, and we have $153,563 80 as the decrease in the productive portion of the school fund for the past year.

If one-fourth of the normal school fund be added to the school fund, the

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total amount, the income from which will be apportioned in June next, as follows:

Amount due on land sold on certificates,	$675,037 11
Amount due on mortgages,	289,123 75
Amount due on certificates of state indebtedness,	897,000 00
Amount due on state bonds,	108,700 00
One quarter of the normal school fund,	146,645 46
Total,	$2,118,506 32

The school fund, as reported by the superintendents of public instruction for the past seventeen years, is as follows:

1849,	$8,500 00
1850,	538,094 41
1851,	765,109 49
1852,	819,200 50
1853,	1,141,804 28
1854,	1,670,258 77
1855,	1,897,269 30
1856,	1,859,242 82
1857,	2,007,944 15
1858,	2,845,846 34
1859,	2,786,767 03
1860,	2,389,694 49
1861,	2,458,351 49
1862,	2,219,905 59
1863,	2,262,466 15
1864,	2,118,423 56
1865,	2,113,506 32

It will be seen that the fund reached its maximum in 1858, since which time it has annually decreased, except in 1861 and 1863. The loss to the productive fund has now reached $732,340 02. Of course, this loss is not absolute. As the productive fund diminishes, the non-productive fund increases, but, there is reason to think that a large part of the apparent loss, above mentioned, is real, on account of the worthless security that loans were based upon during the first ten years of the administration of the fund. The manner of investing the trust funds of the state, at present adopted, precludes the possibility of loss, and it is hoped that not another dollar may ever be loaned to individuals. If the past shall render us wiser for the future, it will in some degree, compensate us for the humiliation, although it cannot remove the disgrace which every honest citizen feels as he reviews the early history of the common school fund of the state,

The non-productive portion of the school fund consists of 16th section lands and the 500,000 acre tract.

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On the 30th of September, 1865, of the lands owned by the state, the number of acres belonging to the School Fund was as follows:

	16TH SECTION.	500,000 ACRE TRACT.	Total Number of Acres.
	No. Acres.	No. Acres.	
State lands forfeited,.....	307,378 00	102,628.00	410,006.00
State lands unsold,.....	105,035.00	.....	105,035.00
State lands never offered,.....	40.00	.....	40.00
Total number of acres,.....	412,453.00	102,628.00	515,081.00

The number of acres forfeited for the year ending September 30, 1865 was 25,740.65.

The dues on forfeited mortgaged lands at the same date were $144,758.98, and the payments on certificates during the last fiscal year amounted to $143,089 49.

Various estimates as to the probable amount that the common school fund would ultimately reach, have, from year to year, been prepared. In 1849 the amount it would probably reach, was estimated by the Superintendant of Public Instruction, at $5,119,985 52. In 1850 another estimate changed it to $5,301,943 44. As late as 1858 the annual report from this department contained a carefully prepared estimate, fixing the sum at $4,733,604 44. In 1860 my predecessor reduced this sum to $3,234,-156 96, and in his report for 1861 increased it to $3,554,632 74, and in 1862, after a careful estimate made by the school land commissioners, the fund productive and prospective was estimated at $3,480,196 95.

There is no doubt that these estimates were made with due care, but certainly, an estimate that would now fix the school fund, both present and prospective, at $3,000,000 could scarcely be considered moderate. Were the dues on Forfeited Mortgaged Lands all paid, and should the fund realize $1 25 per acre for all lands belonging to it, the amount would be but $2,763,475 84 or little more than half the estimate of Hon. E. Root, made in 1850.

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The Transactions in the School Fund for the fiscal year ending September 30th, 1865, as shown by the Report of the Secretary of State, were as follows:

	Receipts.	Disburse'mts.
Sales,	$31, 029 31	
Dues,	188, 495 62	
Loans,	132, 176 95	
Penalty and advertising,	8, 471 95	
Fines,	1, 692 49	
Taxes,	22, 628 06	
U. S. for 5 per cent., due on sales of public lands,	148, 784 06	
Refunded from Brown county,	7 86	
Transferred from school fund income,	14 00	
	$528, 300 30	
Adams county, delinquent tax,		$78 63
Ashland, do		46 37
Brown, do		645 18
Buffalo do		448 12
Burnett, do		21 09
Calumet, do		1, 484 78
Chippewa, do		255 83
Clark, do		198 45
Columbia, do		286 16
Crawford, do		117 08
Dallas, do		5 44
Dane, do		361 62
Dodge, do		45 18
Door, do		236 93
Douglas, do		58 58
Dunn, do		225 89
Eau Claire, do		231 71
Fond du Lac, do		112 68
Grant, do		518 85
Green, do		80 26
Green Lake, do		45 29
Iowa, do		771 79
Jackson, do		619 14
Jefferson, do		56 33
Juneau, do		110 04
Kewaunee, do		436 28
La Crosse, do		443 92
La Fayette, do		308 40
Manitowoc, do		823 40
Marathon, do		299 48
Marquette do		196 92
Milwaukee, do		128 09
Monroe, do		357 25
Oconto, do		228 75
Outagamie, do		1, 690 67
Ozaukee, do		10 88
Pepin, do		13 64
Pierce, do		1, 593 37

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TRANSACTIONS IN THE SCHOOL FUND—*continued.*

	Receipts.	Disbursem'ts.
Polk, county, delinquent tax,		$150 80
Portage.....do		298 89
Racine,.....do		11 99
Richland,.....do		1,010 51
Rock,.....do		118 86
St. Croix,.....do		2,308 61
Sauk,.....do		579 18
Shawano,.....do		1,168 06
Sheboygan,.....do		52 06
Trempealeau,.....do		316 69
Vernon,.....do		824 55
Washington,.....do		17 09
Waukesha,.....do		8 81
Waupaca,.....do		494 85
Waushara,.....do		178 05
Winnebago,.....do		74 96
Wood,.....do		168 77
Atwood & Rublee, printing and advertising,		1,716 09
L. M. Andrews & Co., advertising forfeited lands,		20 00
Bintliff & Carr,.....do		14 78
J. W. Blake,.....do		29 50
J. M. Brackett,.....do		28 50
Brannan & Turner,.....do		80 00
T. O. Brainard,.....do		82 14
Bliss & Otis,.....do		25 65
J. R. Bohan,.....do		8 75
J. C. Cover,.....do		15 75
E. Coleman,.....do		22 50
G. W. Carpenter,.....do		11 12
Carney & Stout,.....do		12 48
Edward Decker,.....do		50
W. H. Farnham,.....do		8 50
Gray & Davis,.....do		15 00
Geo. Gray & Co.,.....do		2 50
R. Hopkins,.....do		10 00
T. S. Haughawout,.....do		20 50
J. P. Humes,.....do		25 00
Jos. Harris,.....do		8 50
C. S. Hart,.....do		88 00
J. E. Ingraham,.....do		10 76
C. Johnson,.....do		19 50
Knapp, Stout & Co.,.....do		12 00
Leland & Bennett,.....do		10 50
Frank Leland,.....do		2 50
S. S. Luce,.....do		26 00
A. J. Lawson,.....do		7 00
D. McBride,.....do		27 50
W. J. Park, printing,		445 80
Pease & Cogan, advertising forfeited lands,		41 76
Robinson & Bro.,.....do		19 88
Reed & Hughes,.....do		18 00
E. D. Ross,.....do		82 00
Rockwell & Upham,.....do		42 50
H. N. Ross,.....do		18 15

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TRANSACTIONS IN THE SCHOOL FUND—concluded.

	Receipts.	Disbursem'ts.
C. E. & L. C. Redfield, advertising forfeited lands,		28 50
J. A. Smith, do		7 78
Stowers & Lockerby, do		18 00
A. C. Sanford, do		21 25
C. K. Shaw, do		12 32
Smith & Benton, do		12 50
J. A. Somerby, do		66 00
S. W. Smith, do		28 32
C. Seymour, do		27 00
Schoff, Winnegar & Co., do		19 50
J. B. & H. M. Stocking, do		20 50
R. Tompkins, do		14 01
T. L. Terry & Co., do		12 00
Thomson & Roberts, do		26 50
H. A. Taylor & Co. do		14 50
John Turner, do		21 91
L. A. Taylor, do		32 00
G. Van Waters, do		4 84
L. B. Wright, do		13 83
T. O. Wisner, do		24 00
C. D. Waldo, do		10 40
W. H.& J. H. Waggoner, do		80 50
Loans,		480, 778 00
Refunded,		1, 746 79
Transferred to normal school fund,		14, 170 58
	528, 300 30	521, 334 19
Balance September 30, 1864,	3, 498 94	
Balance September 30, 1865,		10, 465 05
	$531, 799 24	$531, 799 24

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The amount received from "fines collected in the several counties for any breach of the penal laws," is $1,692 49. Attention was, in the last report from this department, directed to the fact that the additions to the school fund from this source are but a fraction of what all believe they should be. It was then suggested that "every county treasurer should, by law, be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the state treasurer accompanying the amount paid into the state treasury. An annual report of the condition of this account should be required from every county treasurer to the state treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not."

The constitutional provision making "the clear proceeds of all fines collected in the several counties," a source of revenue to the common school fund of the state, is wise and beneficent, and the necessity of rendering it more efficient by legislation, is respectfully urged upon the attention of the legislature.

The five per centum of the net proceeds of sales of public lands, so long withheld by the general government on account of an unadjusted claim against the state, has been paid during the past year, and the accounts between the state and the United States have been settled. The adjustment of this claim is due to the wisely directed and persevering efforts of Attorney General Smith.

It appears that on the 31st day of December, 1862, the amount of the five per centum fund was $250,139 11. By section 2, article X, of the state constitution this fund is set apart as a portion of the common school fund, It seems however that the United States has withheld $101,262 33 on account of canal lands, sold by the state, the proceeds of which accrued to the benefit of the state. It would seem therefore that the state *owes* the school fund $101,262 33, this being that part of the five per centum fund, that has been used for general purposes. The attention of the legislature is respectfully called to the subject. The amounts due the state as government lands are sold, will not hereafter be withheld, and a small increase to the school fund, year by year, may be expected.

The sum of $2,261 39 has been paid for printing. This is done under section 20, chapter 6 of the revised statutes. The school fund ought not to be charged for the printing required for the use of the School Land Commissioners and State Superintendent, and the section ought to be amended.

Every safeguard ought to be thrown around the educational funds, and the practice of charging them with the expense of their management is one that can be defended by no valid argument.

Section 2 of article 10 of the constitution is plain on this point. It provides that "the proceeds of all lands that have been or hereafter may "be granted by the United States to this State, for educational purposes, "(except lands heretofore granted for the purposes of a university), and "all moneys, and the clear proceeds of all property that may accrue to

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"the state by forfeiture or escheat; and all moneys which may be paid "as an equivalent for exemption from military duty; and the clear pro- "ceeds of all fines collected in the several counties for any breach of the "penal laws; and all moneys arising from any grant to the state, where "the purposes of such grant are not specified; and the five hundred "thousand acres of lands to which the state is entitled, by the provis- "ions of an act of Congress, entitled 'an act to appropriate the proceeds "of the sales of public lands, and to grant pre emption rights,' approved "the fourth day of September, one thousand eight hundred and forty- "one; and also the five per centum of the net proceeds of the public "lands to which the state shall be entitled on her admission into the "union, (if Congress shall consent to such appropriation of the two "grants last mentioned), shall be set apart as a separate fund, to be called "the school fund, the interest of which, and all other revenues derived "from the school lands, shall be exclusively applied to the following ob- "jects, to wit:

"1. To the support and maintenance of common schools in each school "district, and the purchase of suitable libraries and apparatus therefor.

"2. The residue shall be appropriated to the support and maintenance "of academies and normal schools, and suitable libraries and apparatus "therefor."

The provisions of the constitution are palpably violated and its requirements utterly disregarded, if the "*proceeds*" of lands granted for educational purposes are diverted from the original purpose of the donation, and used to pay for printing or for any other object. The obligation resting on the people is as clear as words can express it, and that portion of section 6, chapter 30, referred to can be justified neither by necessity, honesty nor sound policy.

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SCHOOL FUND INCOME.

The following statement shows the transactions in the School Fund Income for the year ending September 30th, 1865.

	Receipts.	Disbursem'ts.
Interest on land and loans,	$158, 042 47	.....
Penalty for trespass on timber lands,	1, 621 52	.....
Sale of dictionaries, as per chap. 41, laws '61,	40 50	.....
Sale of timber,	352 50	.....
Transfer from Swamp Land Fund Income,	3, 224 49	.....
Apportionment to counties,	.....	$151, 816 34
L. M. Andrews, advertising forfeited lands,	.....	7 50
Atwood & Rublee, printing and advertising,	.....	182 52
H. Borchenius, clerk, land department,	.....	1, 000 00
J. A. Bate, chief clerk, land department,	.....	1, 200 00
C. S, Boardman, clerk, protecting lands	.....	168 00
J. W. Blake, advertising forfeited state lands,	.....	10 62
Brannan & Turner, do	.....	18 28
F. O. Brainard, do	.....	5 68
J. R. Bohan, do	.....	5 00
J. F. Bryant, clerk, protecting lands,	.....	36 78
W. C. Bradley, clerk, land department,	.....	225 00
Bliss & Son, advertising forfeited lands,	.....	18 53
J. T. Clark, appraising forfeited mortgaged lands,	.....	30 48
J. B. Crosby, clerk, land department,	.....	375 00
Carney & Stout, advertising forfeited lands,	.....	15 82
C. W. Carpenter, do	.....	5 00
W. E. & J. F. Cramer,	.....	10 68
W. H. Davenport, clerk, land department,	.....	491 14
G. De Witt Elwood, do	.....	245 21
K. J. Fleischer, do	.....	701 41
W. H. Farnham, advertising forfeited lands,	.....	7 08
J. R. Gibbs, clerk, land department,	.....	138 00
Gray & Davis, advertising forfeited lands,	.....	5 75
J. R. Hurlbut, appraising forfeited mortgaged lands,	.....	14 00
J. J. Hawley, clerk, land department,	.....	574 77
E. S. Hammond, clerk, protecting lands,	.....	125 00
J. R. Hume, advertising forfeited lands,	.....	3 29
C. S. Hart, do	.....	3 09
H. F. Hubbard, clerk, land department,	.....	47 50
J. E. Ingraham, advertising forfeited lands,	.....	3 34
Iberg & Co., do	.....	5 00
R. A. Jones, clerk, protecting lands,	.....	229 53
C. B. Jackson, do	.....	20 68
A. G. Knight, appraising forfeited mortgaged lands,	.....	8 86
S. R. Kinney, do	.....	14 00
A. Keyes, clerk, protecting lands,	.....	336 49
Knapp, Stout & Co., advertising forfeited lands,	.....	5 09
Lyon & Bartz, appraising forfeited lands,	.....	93 34
Frank Leland, advertising forfeited lands,	.....	5 00
S. S. Luce, do	.....	91
E. S. McBride, clerk, land department,	.....	167 00
J. G. McMynn, Webster's dictionaries,	.....	800 00

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SCHOOL FUND INCOME—concluded.

	Receipts.	Disbursem'ts.
H. S. Marsh, clerk, land department,		$916 00
D. Malbon, clerk, protecting lands,		1,416 08
A. Menges, clerk, land department,		400 00
W. Murphy, clerk, protecting lands,		133 37
R. Palmer, appraising forfeited lands,		5 00
W. J. Park, printing,		361 19
Peabody & Wing, appraising forfeited mortgaged lands,		25 00
R. G. Pope, clerk, protecting lands,		44 39
James Ross, clerk, land department,		205 28
D. Rowe, clerk, land department,		800 00
Robinson & Bro., advertising forfeited lands,		8 75
B. D. Ross, do		5 00
Reed & Hughes, do		12 31
Rockwell & Upham, do		5 00
J. B. Redfield, do		4 59
H. N. Ross, do		7 36
A. C. Stuntz, clerk, protecting lands,		223 37
Smith & Benton, advertising forfeited lands,		5 00
J. A. Somerby, do		3 04
S. W. Smith, do		9 36
Schoff, Winnegar & Co., do		6 25
A. C. Sandford, do		7 87
J. B. & H. M. Stocking, do		10 30
Stowers & Lockerby, do		15 03
M. Safford, do		6 12
Smith & Salomon, costs, State vs. Pomeroy,		32 60
D. H. Tullis, clerk, land department,		600 00
H. A. Taylor, advertising forfeited lands,		6 10
J. Turner, do		9 80
T. L. Terry & Co., do		5 00
Thompson & Roberts, do		7 50
L. A. Taylor, do		6 25
H. A. Taylor & Co., do		7 11
G. Van Waters, do		2 59
Van Waters & Knapp, do		2 56
O. P. Williams, appraising forfeited mortgaged lands,		30 72
Emil Walber, clerk, land department,		366 06
W. J. & J. H. Waggoner, advertising forfeited lands,		4 15
C. D. Waldo, do		7 06
L. B. Wright, do		5 00
F. O. Wisner, do		10 24
E. M. Williamson, clerk, protecting lands,		6 20
Refunded,		8,551 26
Transferred to school fund		14 00
Transferred to commissioners' contingent fund,		68 75
Transferred to normal school fund income,		4,154 71
	$163,281 48	177,809 87
Balance September 30, 1864,	14,936 33	
Balance September 30, 1865,		407 94
	$178,217 81	$178,217 81

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Of the amount disbursed, $8,552 32 was paid for clerk hire in the land department, $2,739 89 for protecting state lands, and $858 60 for printing and advertising. The practice of paying for the management and custody of the School and University Funds from the income of the funds, is believed to be founded in neither justice nor sound policy.

The Constitution of the State provides, that "the interest and all other "revenues derived from the school lands shall be *exclusively* applied to "the support of common schools," etc. It would seem that the use of the interest and other revenues, in payment of clerk hire, protecting lands, printing, etc., is not using them for the object specified.

This constitutional provision is the foundation of our public school system. Every dollar taken from the income of the School Fund, in disregard of this provision, endangers the whole superstructure. The income is annually diminishing, as our population is increasing. Already the amount apportioned to some districts is so small as to afford no inducement to make that local effort that no other agency can arouse. Any argument that will justify the taking of a part will apply to the whole. If it were just and becoming for the State to charge the income of an educational trust fund for guarding and investing it, the difficulty of determining the ratio of expense thus incurred to the expenses of the State would be a sound and strong objection to the policy. The tendency is to charge the income of the trust funds with all the expenses that can legitimately be traced to them, and there is more attention given to the disbursements from the general fund than to those that the people less directly feel. Were the policy of the state so changed as to increase the principal and protect the income of all its educational funds, it is believed that the general prosperity would be promoted.

APPORTIONMENT FOR 1865.

On the 14th day of June an apportionment of the income of the school fund was made to the towns and cities of the state. The amount per scholar for all persons over four and under twenty years of age was 46 cents.

The amount apportioned was $151,816 34, a statement of which in detail will be found in the appendix, table No. 1.

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The apportionments from 1849 *to* 1865, *inclusive, are shown by the following table:*

Years.	No. of Children.	Apportionment.
1849	70, 457	
1850	92, 047	3 8-10 cents per scholar.
1851	111, 481	50.....do.....
1852	124, 783	48.....do.....
1853	138, 279	45.....do.....
1854	155, 125	72.....do.....
1855	186, 960	80 5-10.....do.....
1856	213, 886	70.....do.....
1857	241, 545	66.....do.....
1858	264, 977	75.....do.....
1859	278, 871	64.....do.....
1860	288, 984	64.....do.....
1861	299, 782	32.....do.....
1862	308, 656	50.....do.....
1863	320, 965	44.....do.....
1864	329, 906	47.....do.....
1865	335, 582	46.....do.....

The apportionment of each year is made upon the report of the previous year.

The amount apportioned, for any year, will therefore be found by multiplying the number of children reported the preceding year, by the number of cents per scholar apportioned that year.

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COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar; the amount expended for each person of school age, including the school fund income; and the amount expended for each scholar in attendance during the past sixteen years:

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849	$1 08	.....	.....
1850	1 23	$1 31	$1 95
1851	1 55	2 05	2 93
1852	1 34	1 82	2 56
1853	1 25	1 70	2 46
1854	1 96	2 68	4 12
1855	1 79	2 59	3 98
1856	2 13	2 83	4 42
1857	2 33	2 99	4 98
1858	2 29	3 04	4 82
1859	2 33	2 97	4 64
1860	2 36	3 00	4 48
1861	2 42	2 74	4 21
1862	2 31	2 81	4 40
1863	2 11	2 55	3 80
1864	2 49	2 96	4 62
1865	2 70	3 16	4 70

TRAVEL, &c.

During the past year I have attended institutes at Portage City, Fond du Lac, Boscobel, Black River Falls, Mauston, Wilmot, West Bend, Burlington and Elkhorn. Addresses have been delivered at various places, and schools have been visited, so far as time would permit. The number of schools is so great that but a few, comparatively, can be visited during the year. In my intercourse with teachers and school officers, I have found them earnestly desiring to co operate in all measures tending to promote the interests of education. I desire to acknowledge the uniform kindness and courtesy of the people extended towards me while visiting the various parts of the state.

The number of appeal cases decided since the date of my last report is thirteen. This is a less number than during any previous year since the establishment of our school system. The number has diminished, year by year, since the office of County Superintendent was created.

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WEBSTER'S DICTIONARY.

By authority of chapter 172, general laws of 1865, one hundred copies of Webster's Unabridged Dictionary have been purchased of Messrs G. & C. Merriam, Springfield, Mass. The number distributed since the date of the last report is 69, and the number now on hand is 99. No appropriation for the purchase of Dictionaries for distribution during the next year is necessary. The number on hand will, it is believed, meet all applications.

The following is a statement of the number distributed:

Adams,	1
Buffalo,	2
Calumet,	3
Clark,	2
Columbia,	1
Dane,	2
Dunn,	1
Dodge,	2
Door,	1
Douglas,	2
Fond du Lac,	1
Grant,	7
Green,	2
Iowa,	1
Jackson,	1
La Crosse,	4
La Fayette,	3
Manitowoc,	2
Marquette,	2
Monroe,	3
Oconto,	1
Outagamie,	2
Ozaukee,	1
Pepin,	3
Pierce,	3
Polk,	1
Portage,	1
Richland,	1
Rock,	3
St. Croix,	1
Sauk,	1
Sheboygan,	1
Vernon,	3
Waukesha,	1
Waupaca,	2
Waushara,	1
	69

Of the above number seven have been sold to districts to replace those lost by fire or theft, the remainder have been distributed to new districts heretofore unsupplied.

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The account stands as follows :

On hand December 10, 1864,	68
Number purchased,	100
Total,	168
Number distributed,	69
Remaining on hand December 10, 1865,	99

TEXT BOOKS.

The following books have been examined, and they are recommended in accordance with the requirements of section 63, chapter 10, Revised Statutes.

Desirable as uniformity in text books is, it is unattainable under existing laws. The competition amongst publishers of books, and the little difference that exists between the various rival series, together with the plausible representations made by agents of publishing houses, and the strange credulity of many District Boards and Teachers, all tend to promote changes in text books, that are as frequent as they are needless.

There is seldom need of a change when uniformity exists, and it ought never to be made by the District Board without great care and deliberation. When a change is made, both teachers and parents should be required to conform to the action of the Board.

Orthography.

WATSON'S Phonetic Tables.
The National Pronouncing Speller.

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

WRIGHT'S Analytical Orthography.
SANDERS' Analysis.

These are useful in studying the elementary sounds as well as the parts of written words.

As authority in spelling, pronunciation and definitions,

WEBSTER'S Unabridged Dictionary (edition 1864) is earnestly recommended.

Reading Books.

MCGUFFEY'S Readers.
PARKER and WATSON'S Readers.
SANDERS' Union Readers.
WILLSON'S School and Family Readers.

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An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

Arithmetics.

STODDARD'S Intellectual Arithmetic.
RAY'S, DAVIES' or ROBINSON'S Practical Arithmetic.
RAY'S Higher Arithmetic.

The latest editions of the works on practical arithmetic should be used, as they have been carefully revised by practical teachers.

Penmanship and Book Keeping.

SPENCER'S Writing Books.
BRYANT & STRATTON'S Common School Book Keeping.
BRYANT & STRATTON'S High School Book Keeping.

Histories.

GOODRICH'S First Book of History, (Peter Parley).
GOODRICH'S History of the United States.
WEBER'S Outlines of History.

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

Geographies.

WARREN'S Geographical Charts.
MITCHELL'S Outline Maps.
WHITE'S Class Book of Geography.

The latter is designed to accompany the outline maps. No Primary Geography is recommended, as all instruction in this subject in the primary schools should be *oral.*

McNALLY'S Geography.
MITCHELL'S Geography.

These are extensively used and adapted to common schools.

The Comprehensive Geography, (Allen & Shaw).

This work embraces all that can be taught on the subject in most schools, and is worthy of the attention of District Boards.

English Grammars.

KERL'S Common School Grammar.
GREENE'S Grammar.
BROWN'S Grammar.

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No primary work is recommended. Children should be taught to *speak correctly*, but the *science of language* cannot be taught in a primary school.

Composition.

LILIENTHAL'S Things Taught.
QUACKENBOS' Composition.
WILSON'S Treatise on Punctuation.

Natural Science, etc.

WELLS' Natural Philosophy.
STOCKHARDT'S Chemistry.
LOOMIS' Physiology.
GRAY'S Botany.
OLMSTED'S Astronomy. (Common School Edition).
LOOMIS' Geology.
WARREN'S Physical Geography.
WAYLAND'S Political Economy.
CHAPMAN'S Agricultural Chemistry.

Mathematics.

RAY'S Algebras.
ROBINSON'S Geometry and Trigonometry.
OLMSTED'S Natural Philosophy. (University Edition).
ROBINSON'S Astronomy. (University Edition).

Mental and Moral Science.

WAYLAND'S Intellectual Philosophy.
WAYLAND'S Moral Science.
WHATELY'S Logic.

Cowdery's Moral Lessons is recommended to teachers of all grades of schools, as suggestive as well as instructive.

Books of Reference.

WEBSTER'S Unabridged Dictionary, (Edition 1864).
FOWLER'S English Grammar.
TRENCH'S Study of Words.
LIPPINCOTT'S Gazetteer of the World.
URE'S Dictionary of Arts.
ANTHON'S Classical Dictionary.
APPLETON'S Cyclopedia of Biography.
CHAMBERS' Encyclopedia; or,
APPLETON'S New American Cyclopedia.

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Books for Teachers.

BARNARD'S Papers for the Teacher.
PAGE'S Theory and Practice of Teaching.
EMERSON'S School and Schoolmaster.
CALKINS' Object Lessons.
LEWIS' Gymnastics.
HERBERT SPENCER on Education.
JOHONNOT'S Country School Houses.
WELLS' Graded Schools.

COUNTY SUPERINTENDENCY.

The law creating this office was passed in 1861, and has therefore been in operation four years, a time sufficient to enable us to form an opinion of its worth and utility. Our experience has not been unlike that of other states. The beneficial results of the present system are seen in better school houses, better methods of instruction, and more harmony of action among the people in managing school affairs. If, in some cases, reasonable expectations have not been realized, the fault is justly chargeable upon the people themselves. It sometimes happens, that through political influence, incompetent men are nominated and elected, or competent men are not retained in office, but no system can be devised that will not depend upon the intelligence of the people for its efficiency.

Were it possible to secure the services of a school officer in each town, who should be well qualified to perform the duties of Superintendent, it might be desirable to endeavor to secure a more direct and thorough supervision than at present exists, but there are few towns in the state where this could be done.

That the supervision is now more thorough, systematic and useful, than before the present system was adopted, very few persons will deny. Could the "Township District System" be adopted to *supplement* rather than supersede the County Superintendent System, we should secure coherency and increased efficiency throughout our common school system.

A meeting of county and city Superintendents, called by the State Superintendent, was held at Whitewater, August 2d, 1865. The following report of the proceedings embraces all of general interest:

The meeting was called to order by the State Superintendent, and J. K. Purdy was chosen Secretary.

The roll of Superintendents was called, and the following reported present:

D. W. Rosenkrans, Columbia county.
A. B. Prentice, 1st district, Dane county.
S. L. Hooker, 2d district, Dane county.
R. M. Parmalee, 2d district, Dodge county.
D. G. Purman, Grant county.
J. K. Purdy, Jefferson county.
R. Graham, Kenosha county.
H. A. Richards, 1st district, Rock county.

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A. Whitford, 2d district, Rock county.
J. W. Morley, Sauk county.
Hartwell Allen, Vernon county.
O. R. Smith, Walworth county.
A. D. Hendrickson, Waukesha county
S. H. Peabody, Racine city.
F. C. Pomeroy, Milwaukee city.
H. A. Forbes, Sheboygan county.
S. D. Gaylord, Sheboygan city.

Hon. J. G. McMynn brought the subjects for consideration before the Association in the following address:

"GENTLEMEN.—It affords me great pleasure to meet you on the present occasion. I trust that your deliberations will be beneficial to the State, for I know that you will consider the questions that may be brought before you with calmness, candor and sagacity. Among the topics deserving your attention are

"1. *The Examination of Teachers* This is so prominent and important a part of your official duty that it is very desirable that general principles should be recognized, and methods of proceeding agreed upon, so far as the varying circumstances of different localities will admit of agreement.

"2. *The Normal School Policy of our State.* With a Normal School Fund of over $575,000, and 450,000 acres of land, and an income, at the present time, of at least $30,000 per annum, it is very important that the results of your observation and experience should be made available in guiding the Board of Regents of Normal Schools in the difficult work of making provision for the better education of teachers.

"3. *The Subject of Monthly Reports.* A judicious system of reports is so essential to every department of business that your attention is called to this subject with a hope that some forms embracing what is necessary and general, and providing for what is local and special, may be presented and adopted.

"4. *The Awakening more Interest among the People.*—While we may reasonably hope that more attention will be drawn to the part that general education has played in the late struggle for the national life, yet, it is believed that much good may be done by some systematic effort on the part of school officers and teachers to call individual attention to the nature, scope and claims of the public school. This can be accomplished through the medium of the newspaper and educational tract.

"While other topics will suggest themselves, these are believed to be worthy your special attention, and I would request for them your careful and earnest consideration."

Superintendent Peabody offered the following resolution:

"*Resolved*, That so much of the address of the Chairman of this Convention as relates to "Examination of Teachers," the "Normal School Policy of the State," "Monthly Reports," and "The Means of Securing Greater Interest in Education," be referred to a committe of three, who shall nominate committees of two, and assign to each one of these committees a topic on which to report; the action of said committee of three to be subject to the approval of the Convention."

The resolution passed, and Messrs. Peabody, Rosenkrans and Hendrickson were appointed said committee.

The committee of three made the following report on sub-committees:

"On 'Examination of Teachers,' Messrs. Pomeroy and Rosenkrans; 'Normal School Policy,' Messrs. Smith and Whitford; 'Monthly Reports,' Messrs. Purdy and Prentice; 'Securing Interest in Education,' Messrs. Hooker and Morley."

The convention adjourned to eleven o'clock on Thursday morning.

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THURSDAY, 11 O'CLOCK A. M.

The Convention was called to order, the Hon. J. G. McMynn in the chair.

The committee on the "Normal School Policy of the State" submitted the following report:

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction; and,

"WHEREAS, The Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support; therefore,

"*Resolved*, 1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study."

Mr. Morley moved the acceptance of the report. Carried.

Mr. Rosekrans moved the adoption of the first resolution. After some explanatory remarks by the mover the resolution was adopted.

A motion was made by Mr. Craig to adopt the second resolution. After discussion by Messrs. A. Whitford, Gaylord and McMynn, the motion was carried.

The meeting then adjourned to meet at 2 p. m., in Montague's law office.

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2 O'CLOCK, P. M.

The meeting was called to order by the Chairman, and the roll of Superintendents called and corrected.

A motion was made to adopt the third resolution. It was discussed by Messrs. Peabody, Pomeroy, Rosenkrans and Gaylord.

Mr. Gaylord offered the following substitute:

"*Resolved*, That it is the opinion of this convention that the interests of the State will be subserved by the establishment of at least two Normal Schools, located in different parts of the State."

After further discussion by Superintendent Morley, Prentice, Graham and Smith, and explanations of the State Superintendent on the origin and amount of the Normal School Fund, the vote was taken by call of the roll, with the following result:

AYES—Superintendents Rosenkrans, Prentice, Parmalee, Hooker, Purman, Purdy, Allen, Hendrickson, Richards, Gaylord—10.

NOES—Superintendents Graham, Whitford, Morley, Smith, Peabody, Pomeroy—6.

The fourth resolution was unanimously adopted.

On motion, all of the resolutions as amended were unanimously adopted, as the sense of this Convention.

Superintendent Smith offered the following resolution:

"WHEREAS, The necessities of our Public Schools demand, on the part of those who have in charge their interests, increased effort and greater uniformity of measures and concert of action; and,

"WHEREAS, They can be in a great measure secured by a more general interchange of views and opinions on the part of School Superintendents of the State; therefore,

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"*Resolved*, That the State Superintendent of Public Instruction be requested to call a convention of School Superintendents, at such time and place as he may think proper, and take such measures as he may deem best, to secure a general attendance at such convention."

After remarks made by Messrs. Rosenkrans, McMynn and others, the resolution was adopted.

D. W. Rosenkrans, chairman of the committee on "Examination of Teachers," submitted the following report:

"The committee to whom was referred so much of the President's address as relates to 'Examination of Teachers,' beg leave respectfully to report:

"That, in their opinion, this subject is in importance second to none, so far as its practical bearing on the immediate interests of the Common School System of the State is concerned. The utility and necesity of a system of examinations, and that such examinations should be as thorough and practicable as possible, is admitted by all.

"The system of public written and oral examinations, adopted under our present School Code, and now in general use by the County Superintendents in the several counties of the State, we believe to be most nearly correct in principle of any system of examinations with which we are acquainted, although as yet but imperfectly developed and carried out in many cases. We would therefore propose the following resolutions:

"*Resolved*, That this convention does not deem advisable, at present, any radical change in our present system of examination for teachers of Common Schools, but would recommend that each Superintendent should endeavor to improve and perfect his application of the principles sought to be embodied in that system.

"*Resolved*, That the standard of relative attainments to be required of each person examined for certificates of the 3d, 2d and 1st grades, respectively, should for the present remain as heretofore fixed, viz; at 5, 6 or 7 in each branch, on a scale of 10, leaving it to each Superintendent to fix the standard in his own county as much above the minimum as the state of advancement in such county will admit.

"D. W. ROSENKRANS,
"F. C. POMEROY,
Committee.

Report accepted. Superintendent Smith moved its adoption. Discussed by Messrs. Morley, Rosenkrans and Prentice. Adopted.

The Committee on Monthly Reports submitted the following:

"WHEREAS, It is necessary to have a more direct and thorough accountability of teachers to their Superintendents, thereby stimulating them to greater efforts to keep up the interest and show the progress in their schools, and, in a secondary degree, to influence the pupils and parents to the same end; and,

WHEREAS, Statistics are desirable whereby the Superintendents may compare the degree of interest excited by teachers in the same and different schools, as well as to show the relative educational interest in different portions of the State; therefore

Resolved, That a system of Teachers' Monthly Reports to County Superintendents ought to be adopted. That, for the sake of comparison, they should be uniform in different counties. That a committee of three, of which the State Superintendent shall be chairman, be appointed to perfect such a system of Reports, with books to record the same, as shall be best adapted to secure these ends.

"J. K. PURDY,
"A. B. PRENTICE,
"*Committee.*

Report accepted. Motion to adopt discussed by Messrs. Rosenkrans, Peabody and others. Carried.

Letters were read by the President from Superintendents Jackson, of Crawford county; Warren, of Door; Benjamin, of Dunn; Green, of Green; Wells, of Jack-

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son; Benjamin, of Marquette; Alban, of Portage; Gilfillan, of Trempealeau, and Clark, of Polk, regretting inability to be present, and sympathizing with the objects of the Convention.

Voted that when the Convention adjourns, that it adjourn to meet at 8½ o'clock, Friday morning.

A motion was made and carried that the State Superintendent issue a circular to the District Clerks, through the County Superintendents, to be read by the Clerks at the next annual school meeting.

FRIDAY MORNING, 8½ O'CLOCK.

The Convention was called to order by Hon. J. G. McMynn.

Some discussion on matters of general interest to Superintendents followed, when the Convention adjourned *sine die*.

J. K. PURDY, *Secretary*.

STATE TEACHERS' ASSOCIATION.

The association held its thirteenth annual meeting at Whitewater, commencing August 1st and continuing in session four days, Rev. W. C. WHITFORD, Principal of Milton Academy, presided.

Lectures were delivered by,

Rev. W. ALEXANDER, on "*Study*."

Rev. W. C. WHITFORD, on "*The Intellectual culture of Work*."

Rev. G. ANDERSON, on "*Utility in Education*."

Rev. J. MCNAMARA, on "*School Discipline*."

Senator T. O. HOWE, on "*The necessity of a more Extensive Education for the Welfare of the State*."

Prof. E. SEARING, on "*Educational Fallacies*," and

Prof. E. H. MERRILL, on "*The End of Learning*."

The following resolutions were adopted:

"*Resolved*, That the Association do earnestly urge upon all teachers of reading, greater attention to the culture of the voice, and in order to secure this, it is recommended that the spelling of a portion of the words of each lesson by using the phonetic elements instead of the letters, be made a frequent exercise in all our schools.

"*Resolved*, That the hearty thanks of the Wisconsin Teachers' Association are hereby tendered Senator Howe, for his profound and eloquent address.

"*Resolved*, That the executive Committee be and hereby are requested to procure the publication of Senator Howe's address in a neat pamphlet form, if it can be obtained, and to take such steps as shall secure its general circulation, and said committee are hereby authorized to use, for this purpose, such part of the money in the treasury of the Association, as they may deem proper.

"WHEREAS, Normal Schools are an essential part of every system of Public Instruction, and

"WHEREAS, the Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support, therefore, Resolved,

"1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

"2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

"3. That several Normal Schools, properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally suported.

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"4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there should be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study.

"*Resolved*, That this Association memorialize the Legislature to pass an act requiring School Districts to fence their School House Lots and put them in good order.

WHEREAS, No provision is made by law for the support of County Institutes, and, whereas, in such Institutes are to be found the only means for normal instruction for the current year, therefore be it

"*Resolved*, That this Association request the Board of Normal Regents, if it has the power, to devote ten per cent. of the income of the Normal Fund for the current year, to the support of Normal Institutes in as many counties as they may deem practicable.

"*Resolved*, That we acknowledge our dependence upon God, our Father, for all our mercies and blessings, and that we recognize with grateful hearts his preserving and protecting care in bringing us together again in this our thirteenth annual meeting.

"*Resolved*, That, in common with all classes of our fellow citizens, we deeply mourn the death of our late beloved President, Abraham Lincoln; that we recognize in his assassination the crowning perfidy and guilt of a rebellion the most wanton, wicked and causeless the world over saw; and that we will labor with renewed zeal and energy to so extend schools that we shall secure the universal education of our people, and thus prevent the recurrence of so disastrous a revolt against good government, liberty and law.

Resolved, That we believe it to be the imperative duty of our Legislature to take immediate and liberal measures to provide for the maintenance and education of the destitute children in our state, made orphans in our great national struggle.

Resolved, That the sincere thanks of the members of this Association are hereby tendered to the citizens of Whitewater for the generous hospitality and thoughtful courtesy shown us during our stay in their beautiful village, and that we will carry with us to our several homes, and long retain pleasant memories of this meeting.

"Also, to the Rev's. W. Alexander, G. Anderson and J. McNamara, and Prof.'s E. Searing and E. H. Merrill, for the interesting and valuable lectures and addresses delivered by them:

"Also to the Mil. & Pr. du C., Chi. & N. W., Chi. & Mil., and Racine & Miss. Railroads, for free return passes from this meeting;

"Also to the officers of the Association for the prompt, impartial, and efficient manner in which they have discharged the duties pertaining to their responsible positions."

The attendance of teachers and citizens was large, and the discussions were profitable.

The Teachers' Association is a powerful agency in advancing our educational interests. Among its members are found the teachers of ability and experience, and the resolutions passed by them are deserving of attention and consideration.

TEACHER'S INSTITUTES.

Teacher's Institutes have been held in thirty-one counties during the past year. County Superintendents are required by section 92 of the School Code, "to organize and conduct at least one institute for the instruction of teachers in each year." There is reason to believe that this provision of law has been disregarded in about one-half the counties.

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ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES FOR 1865.

Names of Counties.	Where held.	When held.	By whom conducted.	Number of teachers present.	Names of Lecturers.
Adams,	Pt. Bluff,	Sept. 6,	J. C. Yocum,	6	
Columbia,	Portage City,	Sept. 27 to Oct. 5,	J. G. McMynn and J. C. Pickard,	60	J. Wotring.
Crawford,	Mt. Sterling,	Oct.	O. Jackson and M. Philbrick,		
Dane, 1st District,	Marshall,	Oct. 17 to 19,	A. B. Prentice,	30	
...do...2d.....do.	Mazomanie&Oregon		S. L. Hooker,		C. H. Allen and J. B. Pradt.
Dunn,	Menomonee,	Oct. 9 and 10,	E. G. Benjamin,	7	E. G. Benjamin, M. James, T. C. Golden and J. Harrington.
Eau Claire,	Eau Claire,	April 18 to 21,	A. Kidder,	30	
Fond du Lac,	Fond du Lac,	April 3 to 9,	I. N. Cundall and J. C. Pickard,	217	J. G. McMynn, O. C. Steenburg, R. Z. Mason and Wm. E. Merriman.
Grant,	Lancaster,	Dec. 27 to 30,	J. G. McMynn, D. Gray Purman,	36	J. J. Copp. J. H. Terry. Luther Dixon. A. W. Barber. D. Gray Purman. J. T. Mills. J. G. McMynn. A. R. Bushnell. J. Schum.
	Platteville,	April 10 to 13,		76	
	Boscobel,	Aug. 28 to Sept. 8,		70	
Green Lake,	Dartford,	Oct. 31 to Nov. 3,	N. C. Hoit,	14	G. W. Christie. E. L. Reed.
Iowa,	Dodgeville,	Oct. 16 to 20,	A. Wilson,	30	A. Wilson. Geo. D. Wilber. E. B. Miner.

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Jackson,	Black River Falls,	Nov. 2 to 6,	J. K. Hoffman,	20	Z. R. Ward. J. G. Wells. C. C. Pope.
Juneau,	Mauston,	Aug. 29 to Nov. 28,	G. P. Kenyon,	60	
Kenosha,	Bristol,	Oct. 10 to 20,	R. Graham, S. D. Gaylord,	40	F. Newell. A. Van Wyck. S. D. Gaylord.
La Crosse,	West Salem,	Oct	F. A. Moore,	33	R. D, Thomas. F. A. Moore.
La Fayette,	Darling, Fayette, Gratiot, Shullsburg,	April 5 to 13,	G. W. Lee,	33	G. W. Lee.
Oconto,	Oconto,	Sept.	J. G. McMynn,	13	J. G. McMynn.
Ozaukee,	Cedarburg,	Oct. 15,	F. W. Horn and P. R. Gannon,	6	P. R. Gannon.
Pierce,	Prescott,	April,	Charles Thayer,	36	R. L. Reed. T. B. Rogers. C. Thayer. J. W. Miller.
Polk,	Osceola Mills,	April,	R. H. Clark,	20	Wm. McKinley.
Portage,	Plover,	Aug. 29 to Sept. 8,	J. G. McMynn,	40	B. Brett. Rev. Fi[illegible]. J. G. McMynn.
Racine,	Burlington,	Oct.,	J. G. McMynn,	45	J. G. McMynn. E. B. Law. J. B. Pradt.
Richland,	Richland Center,	Oct. 17 to 21,	Wm. C. Wright,	42	Wm. C. Wright.
St. Croix,	Hudson,	Oct.,	A. H. Weld,	115	Messrs. Miller and Thorp.
Sauk,	Prairie du Sac,	Sept. 25 to 29,	J. Lovewell and I. W. Morley,	40	J. Lovewell. C. F. Viebahn. I. W. Morley.
Sheboygan,	Cascade,	Oct.,	H. A. Forbes,	30	
Walworth,	Elkhorn,	Aug., 22 to 26,	J. G. McMynn,	62	J. G. McMynn. J. Delafield.
Washington,	West Bend,	Oct. 2 to 6,	J. G. McMynn,	38	J. G. McMynn.

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ABSTRACT OF THE REPORTS OF TEACHERS' INSTITUTES—concluded.

Names of Counties.	Where held.	When held.	By whom conducted.	Teachers Present.	Names of Lecturers.
Waukesha,	Waukesha,	Oct. 10 to 18	J G. McMynn,	118	J. B. Williams. R. Spencer. Prof. Badger. W. Alexander. Prof. Ure. M. Healey. J. G. McMynn.
Waupaca,	Waupaca,	Oct. 6 to 9,	J. K. & D. McGregor	27	
Winnebago,	Appleton,	September,	J. G. McMynn,	10	
Wood,	Grand Rapids,	Sept. 15 to 25, and March 20 to 31,	G. F. Witter, J. W. Harris, J. H. Jackson,		J. W. Harris. Rev. Mr. Ames. W. R. Alban. G. F. Witter.

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A law making some provision for defraying the necessary expenses of institutes, would, it is believed, be generally approved by the people. A small appropriation from the Normal School Fund, granted on condition that a County Teachers' Association shall be organized, and an institute held, of not less than five days session, and attended by not less than thirty persons engaged in teaching and holding certificates of qualification, would incite school officers and teachers to make greater effort than can reasonably be expected under existing circumstances.

Several years must elapse before our normal schools can be in efficient and successful operation, and, in the meantime, we can find no more suitable substitute than these institutes.

STATE NORMAL SCHOOLS.

By an act of the last Legislature, entitled "an act to dispose of the Swamp and Overflowed Lands, and the proceeds therefrom," the "Normal School Fund" was created. This act repealed all the provisions of law then existing which directed "the application and use of the Swamp and Overflowed Lands of this State, and of the lands selected in lieu of Swamp and Overflowed Lands, and of the moneys received on sale of such swamp and selected lands, and of the moneys received from the United States in lieu of swamp lands, for the purposes of drainage and for supporting Common Schools, Normal Schools and Academies." The lands and moneys held by the State were divided into two equal parts; one to be called the "Drainage Fund," and the other the "Normal School Fund."

Section 5 of this act provides that the income of the Normal School Fund shall be applied to establishing, supporting and maintaining Normal Schools under the direction and management of the Board of Regents of Normal Schools; *provided*, that twenty-five per cent. of said income shall be annually transferred to the School Fund Income, until the annual income of the School Fund shall reach the sum of two hundred thousand dollars."

By reference to the report of the School Land Commissioners it will be seen that the division was made, as required by law, and that the "Normal School Fund," consisting of land and productive items, (one acre of land being regarded as equivalent to one dollar), was as follows:

Swamp Lands, subject to the claim of the Drainage Fund for $18,819 48 to be paid from first sales,.....(acres),	475, 148. 37
Dues on Swamp Land Certificates, (or contracts),.....	$125, 768 87
Selected Lands,.....(acres),	29, 446 99
Dues on Selected Certificates, (or contracts),.....	$4, 196 00
Drainage Fund Loans,.....	69, 663 00
Swamp Land Fund Loans,.....	72, 000 00
Cash, balance Swamp Land Fund, (moneys received in lieu of Swamp Lands included),.....	62, 406 33
Cash, balance Drainage Fund,.....	6, 531 74
Lands forfeited to State on Drainage Fund Mortgages,.....	8, 374 25
Lands forfeited to State on School Fund Mortgages,.....	26, 251 00
School Fund Loans,.....	248, 460 00
Total,.....	$1, 128, 246 00

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The amount belonging to this Fund, which is productive, was, on the 30th day of September, 1865:

Amount due on Certificates for lands sold,	$130,547 87
Amount due on mortgages,	186,034 00
Amount due on bonds and certificates of indebtedness,	278,000 00
	$594,581 87

It will be seen that the income of this Fund for the current year will amount to the sum of $41,620 73, three-fourths of which amount is appropriated for "establishing, supporting and maintaining Normal Schools."

The Board of Normal School Regents have taken steps to locate one or more Normal Schools by advertising for proposals, and have received propositions from several cities and villages in the State. By reference to the report of the Board, it will be seen that all has been done that a due regard to the interests of the State would permit, if not all that our educational wants would seem to require.

A conviction of the imperative necessity of Normal Schools, led the legislature of 1865, to lay a deep and broad foundation for them. The act providing for establishing and supporting them shows a clear comprehension of the great obstacle that impedes our educational progress. Without better trained teachers our common schools will lose both the confidence and support of the people.

We may build good school houses and furnish them with all the apparatus necessary, we may improve our school laws until improvement is impossible; parents and school officers may exhibit interest in education and discharge every duty, the people may burden themselves with taxes for the support of schools, but, unless the teachers are qualified, all is done in vain. From almost every county in the state there is a call for better teachers, but they cannot be obtained.

The Board of Regents of Normal Schools contemplate the establishment of schools in different parts of the state. In looking at the work to be done, and the means placed at their disposal, they concluded that the interests of education would be best subserved by establishing Normal Schools in different parts of the state. They think that three schools ought to be organized as soon as suitable grounds and buildings can be procured. It is thought that the current expenses of each of these need not exceed $10,000 per annum; that this sum would pay teachers and defray the incidental expenses of a school providing instruction for two hundred students. By founding several schools, the Board think that they will secure for each that local interest so necessary, as well as excite a spirit of emulation among the institutions, which will insure success.

Some legislation providing for the admission of students, and defining in more specific terms the duties of the Board in the management of this class of schools will be necessary.

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INDUSTRIAL EDUCATION.

The faith of the state is pledged to provide suitable buildings and grounds for a college, "to the endowment, support and maintenance" of which the National Government has donated 240,000 acres of land· The act of congress declares that "the leading object shall be, without exclu-"ding other scientific and classical studies, and including military tactics, "to teach such branches of learning as are related to agriculture and the "mechanic arts, in such manner as the legislatures of the states may res-"pectively prescribe, in order to promote the liberal and practical educa-"tion of the industrial classes in the several pursuits and professions of "life."

Law, Medicine, Theology, War, Trade and Teaching are provided with schools in which are taught the branches relating to them. These schools are regarded as necessary to an advanced civilization and their utility is universally conceded. But the great industrial pursuits of agriculture and the mechanic arts, have, in this country, received comparatively little attention, and it is to provide for special instruction in these great departments of human labor, that the provision referred to was made. A school where shall be taught the branches that relate to agriculture, mining, engineering, agriculture, commerce and manufactures, is contemplated; and no person acquainted with the social condition of our state will deny its importance. Whatever instruction may be given in literature, language, mathematics, ethics, phlosophy and science, in such an institution, must be given to subserve the general purpose of promoting a knowledge of "Agriculture and the Mechanic Arts."

In regard to the best means of securing the object sought by the grant referred to, it is not strange that there are different opinions. While some would make the curriculum of the Industrial College include the usual college studies, and give special instruction in the industrial arts, others would make the course of study strictly professional and provide no facilities for liberal culture.

These different opinions arise from a disagreement in regard to what it is necessary to teach men, in order to enable them to *observe* and to *think;* which all agree in regarding as the object of education. We need to guard against both a blind adherence to, and a blind disregard of precedent. The course of study in most of the Agricultural Schools of Europe, seems to contemplate preparation for the farm alone. General culture is not regarded as necessary. There, society has crystallized into regular forms, and the son generally intends to follow the occupation of his father. But a course of training adapted to the needs of European society is illy adapted to ours. The young men of the country will not be satisfied with an education that fits them for one pursuit alone. Not knowing what pursuit they may be called to follow, they feel the need of that culture necessary to fit them for any. The tendency of our institutions is to destroy classes, and our educational systems must provide for the necessities growing out of this tendency. That course of study that makes the most liberal provision for generous culture is most in harmony with the requirements of American society. The wonderful

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inventive power, the facility with which mind in this country adapts itself to the different pursuits of life, and the resistless energy developed under the influence of our free institutions, all indicate the need of a culture broader than is generally provided in schools strictly industrial in our own or other countries.

Industrial education involves a knowledge of principles and their applications. Experience has established the fact that the principles must first be learned, and the applications afterwards. "Agriculture and the Mechanic Arts" involve a knowledge of Mathematics pure and applied, as well as of Botany, Chemistry, Physiology and other branches of Natural Science, together with such general learning as is necessary to a proper understanding of these. Now, if provision is made in High Schools and Academies for obtaining this necessary antecedent knowledge, the Industrial School may be strictly professional or practical, and those entering it may be admitted on condition of sustaining the requisite examination; but it is evident that the act of Congress was framed to meet the difficulty that here presents itself, for it affords the widest latitude in making the curriculum of the institution. It is believed that many years must elapse before such provision will be made in this State for the necessary preparatory scientific instruction, as will warrant the founding of a school where "Agriculture and the Mechanic Arts" *alone* shall be taught.

Two plans have been suggested; first, to found an Industrial College, where shall be taught the branches related to agriculture and the mechanic arts, and where these great pursuits shall be practically taught; and, second, to engraft an industrial department on some literary institution already founded. In considering the latter we cannot overlook the fact that experience has proved that professional schools of all kinds must rest upon a foundation of their own. They may be departments of a great university, but they should be governed by an independent board of managers, or there is danger that they may be kept in that subordinate position that precludes development. In general, schools founded for the promotion of the arts of agriculture, mining, architecture, engineering, drawing, etc., are separately endowed and managed, in Europe and this country. Of three hundred and fifty agricultural schools established in Great Britain, France, and Germany, only fourteen have any direct connection with other institutions of learning, and where this connection does exist it is rather nominal than real. The attempt to develope normal departments, by engrafting them on academies and colleges, has, so far as we know, been attended with little success either in other States or our own.

The plan, which seems most practicable, is to found a State Industrial University, with such departments or schools as will embrace the mechanic arts and agriculture, and to develop these departments as the interests of the State may demand. That of agriculture, being generally conceded to be of greatest relative importance, should be developed immediately, while those of mining, engineering, architecture, manufacture, etc., may follow as their need becomes recognized by the people of the State.

The following "Plan of an Agricultural School," by John A. Porter,

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Professor of Agricultural Chemistry, in the Yale Scientific School, is suggestive and the result of observation and reflection.

Such a school should embrace

"*First.* A well stocked and well furnished farm, fully up to the standard of the best agriculture of the world, to show what the best existing practice is.

Secondly. An experimental farm, to improve on the best practice and advance the cause of agriculture.

Thirdly. The means of instruction in all the sciences connected with the culture of the soil.

The farm should comprise in its buildings and yards, all of the improved arrangements, for the feeding and wintering of stock; all of the manure-saving and manure-making, and labor-saving contrivances; all of the improved machinery and implements which have been submitted to the test of experience, and have been proved to be of economical value. Everything should be planned and constructed from the outset with a sole view to economy and profit, and in the subsequent history of the farm, it should be regarded as successful, just in proportion to its pecuniary returns. The farm should be stocked with cattle and horses, and all other domestic animals of different breeds, including as great a variety as possible, in order to show the characteristics of the different races, and give to pupils the opportunity of studying their peculiarities. It should be under the superintendence of a thoroughly practical man, and be conducted at his own risk and for his own profit. Model farming in any practical and economical sense of the term, is not likely to be realized on any other plan. It is by no means so important that the farm should be the *best* farm in the country, as that it should be the best *managed* farm. If it should furnish obstacles to be overcome in the character of its soil, necessity of draining, soil-mixing, or other improvements, so much the better rather than the worse. The farming of a rich virgin soil calls for no aid of science, and demands no skill. The obstacles are just what are wanted to illustrate what skillful scientific farming is, when the farmer, as well as nature has something to do.

* * * * * * * *

The second great want of the country, in an agricultural point of view, is an *experimental farm*, connected with the practical farm as above described, and devoted to experiments in Scientific Agriculture. The subjects for experiment of practical importance to every farmer, are inumerable. Rotation of crops, admixture of soils, the preparation and use of manures, the diseases of plants, the introduction of new plants, are a few among the number. The experimental farm should be under the control of the chemical and other professors, for experiments in their several departments; and be regarded as purely experimental ground, where the idea of immediate profit should not interfere in the least degree with perfect freedom of investigation. The other or main farm being conducted with a view to profit alone, the accounts of the two should be kept entirely distinct, and all material passing from one to the other should be paid for with a fair equivalent.

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The experimental farm would not probably be remunerative in a pecuniary sense, but it would be the means of testing for the associated farm and the country, the value of suggested improvements, of teaching the science of experiments to pupils of the institution, and from time to time of bringing to light new and important truths in Scientific Agriculture.

A Museum of Agricultural Products is another essential feature of an agricultural institution, such as the country needs. It should exhibit grain roots, fruits, woods in all their variety. Its collections would serve for the purpose of illustration in lectures on Agricultural Botany and Physiology. A Botanical Garden connected with it would add greatly to its value.

A Museum of Agricultural Implements should also form a part of its means of instruction. These would serve as illustrations of lectures on the mechanics of agriculture, in which these operations would be explained, and their comparative merits considered.

Such collections can be made at comparatively trifling expense. A suitable building being provided, the material to fill it would flow in from the liberality of farmers and manufacturers, quite as fast as could be desired.

A Veterinary Hospital, for the treatment of diseased animals of the vicinity of the farm, would also be an essential feature of the plan. It should be under the charge of a competent Veterinary Surgeon, who would give instruction in the nature and cure of the various diseases to which animals are subject.

The principal branches of science which should be taught in an Agricultural School, are Chemistry, Meteorology, Geology, Mineralogy, Zoology, Entomology, Animal and Vegetable Physiology, Veterinary Medicine and Surgery. To these may be added Surveying, a knowledge of which is of the utmost convenience to the farmer, and should form a part of a liberal Agricultural Education. Chemistry stands prominent in the list, in view of its superior and acknowledged importance. Agriculture aims at the transformation of earth and air into grain and wood and fruit. The process is, in a great part, chemical. Every dung hill and compost heap, and square foot of soil is a laboratory. Every farmer, whether he would be or not, is a chemist from the very nature of his profession. But it is open to his choice to be an ignorant one, or to possess himself of the knowledge of the properties and mutual relations of the materials with which he deals. This knowledge he needs, and must obtain from the scientific chemist. It is none the less necessary if he never makes an analysis. It makes him a rational and economical experimenter, and thus puts him on the road to advance in his profession.

The importance of Mineralogy and Geology, which treat of materials out of which soils are formed, and from which they derive their character, whose principles guide the agriculturalist in his search for fertilizing materials, and frequently furnish him with the most valuable hints in locating and improving his lands, is equally obvious.

The importance of Meteorology, or the knowledge of the relations of heat

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and moisture to the atmosphere, and the soil, and the plant, and of the laws on which changes of weather depend, is no less apparent.

Although, not necessarily of every day application, all these branches form, properly, a part of a liberal agricultural education, and so of all the other sciences which have been mentioned.

The enterprising man, possessed of such knowledge, will find abundant occasion for its application, and abundant suggestions in its possession. On the value of the knowledge of the principles involved in the breeding of stock, and the laws on which its improvement depends; of the diseases of plants and animals, and of insects injurious to vegetation, and the means to be employed against them, it is needless to dwell. Instruction in all these branches should obviously form a part of an agricultural course.

What a center of light would such a school as is here described be to the whole agricultural community. All purported discoveries in agriculture would come to it to be tested, and important truths developed by experiment would go forth from it to the world. Through its public museums, its well arranged buildings, its variety of stock, and latest improvements in every department, open to the public, it would become the direct instructor of the whole farming community. Through its pupils it would disseminate widely the varied practical information which its course would furnish. And, beyond all this, it might be made the means of eliciting the experimental labor of hundreds of intelligent farmers throughout the country, for the decision of the important agricultural questions which are still unsettled."

Industrial education is both an effect and a cause of a high civilization. The interest with which it is regarded by the best thinkers of the country is an encouraging indication of the progress we may expect during the next few years. Being the most important department of education, it is the last to receive general attention, but in this respect it furnishes no exception to the law of progress. No subject of an educational character will probably come before the legislature, requiring more deliberation and wisdom in its consideration than this. Definite action seems to be necessary at the present session in order to comply with the conditions of the Congressional grant.

COMPULSORY EDUCATION.

The subject of compulsory attendance at school was brought to the attention of the last legislature by the Assembly Committee on Education. No definite action was, however, recommended by the committee. The subject is one that is exciting public attention. The large number of "truants" and "absentees" found in our cities and villages is well calculated to awaken interest, for, there is a conviction in the public mind, that it is from these two classes, that our criminals are to come; and the fearful increase of crime during the past few years, calls imperatively for such effort, as society can put forth for its own protection.

No intelligent man will deny that the duty of the parent to provide food and clothing for his child's body is one from which he should

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not be allowed to escape, but no person will assert that the duty of providing knowledge for the child's mind is less imperative. Starving a child's body is execrated, but starving his soul is permitted. But the consequences to society are far more dangerous in the one case than in the other. An ignorant boy, with uncontrolled passions, indolent habits and hardened heart is certain to become the enemy of society, and there is no duty plainer than that which self preservation points out. Individual rights must be respected and protected, but individual wrongs can claim no such immunity.

In establishing Free Schools and supporting them by taxation, we pledge society to the use of all the means necessary to render these schools efficient, and this taxation beneficent. To build school houses, and to hire teachers by public tax, and then to leave these school houses unoccupied and these teachers without work, is sheer mockery. The state assumed an obligation to secure the atendance of the children at school, when it decided to compel each citizen to pay a part of his property to support these schools: The State justifies its action on the ground that education is a public interest, but this public interest is obligatory upon every individual, hence, if the individual neglects his duty, or if its performance is impossible, society should lend its aid. To guard society against the effects of ignorance is no less a duty than to prevent disease or to enforce the usual sanitary regulations.

Ex-Governor Boutwell, of Massachusetts, has well said: "The only rule on which taxes can be levied justly is that the object sought is of public necessity or manifest public convenience. It quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people decide that education is a matter of public concern, then taxation for its promotion rests upon the same foundation as the most important departments of government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious and effective in their labors. This interest we have in all children."

But if it is a duty to provide schools for all, it is a duty to see that all are educated. The power to compel attendance, inheres in society if the power of taxation does. But it is not always wise for society to exercise a power because it possesses it. Under a government of democratic forms the sanction of public feeling is essential to the enforcement of law. Interference with individual rights is never justified except by the demands of the public good. A law requiring the regular attendence of all children at school, and enforced by penalties, would be repugnant to the feelings

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of the people, and is perhaps not yet demanded by the public good, but some legislation, authorizing cities and incorporated villages to prevent truancy and absenteeism from school, would, it is believed, be acceptable to the citizens of the State. The Legislature of Massachutts, in 1862, passed an act, entitled "An act concerning truant children and absentees from school," which provides as follows:

"SECTION 1. Each city and town shall make all needful provisions and arrangements, concerning habitual truants, and also concerning children wandering about in the streets, or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws, suitable penalties, not exceeding twenty dollars for any one breach.

"SECTION 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

Special policemen or "truant officers" are appointed, to whom habitual truants or absentees from school are reported, and whose duty it is to investigate such cases, and if need be to bring the offenders before the police court.

The City Superintendent of the Boston City Schools, in a late report says, "We have four truant officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding teachers in suppresing the evil of truancy, and in securing the attendance of absentees from school. The services of those officers have contributed in no small degree to extend the benefit of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of truant officers, and makes children not attending any school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and indispensable element of our system of public education.

Truant laws have been enacted and truant officers appointed in Chelsea, Lawrence, South Danvers, Newton, Dedham and other towns of Massachusetts, and the testimony in regard to their practical operation is uniformly favorable.

SCHOOL LAWS.

There are certain modifications of our school system that cannot much longer be postponed. Among school officers and others who have watched its practical working, there are very few who do not urge the adoption of

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a plan which shall secure to the towns the advantages of gradation, division of labor, and harmony of action in the management of their public schools.

Under the present system each district must provide instruction for children studying all the branches included in a common school education. In schools of sixty scholars there may often be found from five to ten studying the primer and learning the simplest combinations of numbers; and as many more studying history, algebra and physiology. Thirty or forty are learning to read, write and cipher, and their various stages of progress require from six to ten different classes. There will be found in such a school, from fifteen to twenty classes in all. This, if we deduct an hour for rest and general exercises, gives fifteen to twenty minutes of the teacher's time for each class during the day. Most of the pupils need aid in preparing their lessons, and their progress depends upon the help they individually receive from the teacher. It need not be stated that in a school thus organized, (or rather, disorganized) there can be little progress. If the time of the children were simply wasted, and the expense of supporting such a school were simply thrown away, while it would be lamentable, it might be borne; but the real loss is in the utter aversion that the scholars come to feel towards teacher, books and school. This is the beginning of indolence, indifference, apathy and truancy.

Besides, the small wages that most districts pay teachers, will not command the ability necessary to teach the more advanced pupils, and methods and discipline suitable to the younger scholars are so different from those adapted to the older ones that they cannot be adopted in the same school. Common sense teaches us that a school thus constituted must be a failure. The principle of division of labor is as applicable to educational work as to any other.

We also often find, in the same town, two school houses in adjoining districts, in one of which there are twenty pupils, and in the other fifty. Of course, in the latter case, the teacher is utterly unable to perform the labor required, and in the former the teacher lacks the stimulus that more pupils would give. Both schools are failures, and from opposite causes.

Much of the irregularity and non-attendance that are creating distrust in the minds of the people, in regard to our public school system, originate in the poor schools we have under existing laws. No sensible parent cares to send his child to a school taught by a person who has no power to adapt his instruction to the capacity of the pupil. He knows that it is better for the child to spend his time in work at home, than to waste it in idleness at school; and the child feels that there is no loss, when he can remain at home a week, and, on his return, find his classmates asking him for aid in learning the lessons he learned a year before.

Again, no school can long prosper without constant and intelligent supervision. To secure this under the present law is impossible. In many of the counties of the state, the County Superintendent is unable to visit all the schools under his supervision during the year. There are very few superintendents who visit the schools of their respective counties twice a year. Although it is made the duty of District Boards to visit the schools under their charge, yet this duty is very generally neglected; not because these officers are indifferent to the interests of their schools, but

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because they cannot spend time to do what they are not conscious of being able to perform well. The consequence is a neglect of the school, not only by school officers, but parents also. The teacher is left wholly to himself; feeling no responsibility, despairing of aid, knowing that effort on his part is unnoticed, he becomes indifferent, complains of the difficulties that surround him, and impatiently waits for the end of his term. The scholars lose all interest in study, and naturally resort to some means of breaking the monotony of school life; their estimate of their time and privileges corresponds with the price their parents and teacher have put upon them, and they regard the time spent in the school room as lost.

There is no other department of labor that we thus neglect, Mining, building, engineering, manufacturing and farming are all systematically managed. Supervision, intelligent, constant and careful, is regarded as indispensable in all callings and avocations except teaching. The county Superintendency was a step in the right direction. We need to go farther. We need town supervision, and if we cannot secure the "Township District System," we shall be obliged to provide a town superintendency.

The two things, then, that most strongly recommend this system, are *gradation* and *supervision*. These are absolutely essential to the progress of our public schools. To secure them we appeal to the wisdom and power of the legislature.

The adoption of the "Township District System" will be attended with no serious difficulties. It will disorganize no districts now in existence, require no changes in management not easily made, and will not deprive the people of the towns of the power to control their educational affairs.

It will afford to each parent an opportunity of sending his children to such schools in his own town as are most convenient and suitable. It will enable country towns to *grade* their schools, and thus secure at home those educational advantages that at present are limited to our cities and large villages. By the appointment of a town board, to be selected by the district officers, efficiency, unity, harmony and economy, would be secured. The secretary of the board would act as its executive officer, aiding teachers in grading and classifying pupils, and by constant supervision, promote the advancement of scholars and enforce the requirements of the board and the laws of the State.

In the States of Indiana, Ohio, Iowa, Pennsylvania, Rhode Island, Connecticut and Massachusetts, where the system has been tested by years of trial, there is no difference of opinion in regard to its economy, simplicity and efficiency.

This measure was earnestly urged by my predecessor in 1863, but the bill failed to receive that consideration necessary to secure its passage, although both committees of education recommended it, and the Senate endorsed the recommendation. If the "Township District System" shall not receive the approval of the legislature, certain amendments of our school law, as it now exists, are necessary.

Sub-sections 5, 6 and 9, of section 19, should be so amended as to permit the people to raise a larger amount by taxation. The increased

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cost of materials for building, and the greater wages necessary to be paid to teachers, render the necessity of the change quite obvious.

Sub-section 13, of section 19, relating to the time a school shall be taught in order to entitle the district to a portion of the school fund income, should be so amended as to require a school to be taught at least *five* months instead of three.

Such legislation as will prevent the too common practice of employing teachers holding no legal certificate of qualification, and paying them out of the public school moneys, is earnestly recommended.

Such amendment of section 43 as will secure a more correct school census of those over 4 and under 20 years of age is desirable. It is upon this census that the annual apportionment is made, and there is reason for believing that it is not as reliable as it should be.

Section 50 should be so amended as to provide that persons appointed to fill vacancies in a District Board shall hold office in virtue of such appointment until the annual meeting next succeeding.

Section 53 is misunderstood in some portions of the State, and its meaning is not as plain as it should be. It requires that the branches therein mentioned shall be taught in the English language, but numerous complaints have reached this office that this requirement is disregarded.

Section 62 should be so amended as to conform to the spirit of our statutes as regards taxation of merchants' and manufacturers' stock.

The statute does not exempt merchants' and manufacturers' stock from taxation, for school purposes, in the *district* where the owner resides, though it may be situated in another district and be legally taxed there.

Section 102 does not require that a teacher, in order to obtain a certificate, shall be examined in the History of the United States, nor in the Theory and Art of Teaching. These branches are so important, that it is believed that no person unable to pass an examination in them, is qualified to teach a public school. It is respectfully recommended that they be included in the branches required for a Third Grade Certificate.

An act is recommended, making it the duty of the Regents of the University and of the District Boards of the several school districts of the State to admit into the University and into any of the public Schools, without charge, all persons who, when minors, enlisted in the military service of the United States, and have been honorably discharged therefrom, and to extend to them all the privileges of said institution and schools for and during a period equal to the time they spent in the said service, prior to their attaining the age of twenty-one years.

Although changes in the school laws should be avoided, when no beneficial object is to be gained thereby, yet it must be borne in mind, that amendments become necessary from time to time in order to adapt the laws to changes in the social condition of the people. At the present time, sound legislation will develop rather than change our school system.

Other interests are more obtrusive than that of education. It is championed by no class, sect or party, hence its claims are at times disregarded, but it is confidently believed that its relations to the welfare of the State will be more clearly perceived in the future than in the past.

JOHN G. McMYNN.

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APPENDIX.

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SPECIAL REPORTS OF COUNTY SUPERINTENDENTS.

[On the 1st of July a circular was addressed to the County Superintendents, in which they were requested to forward with their Statistical Reports, special written Reports upon the condition of the schools in their respective counties, and to state their opinion in regard to the practicability of the "Township District System." They were informed that their Special Reports would, so far as practicable, be published in connection with the Annual Report from this office.]

BROWN COUNTY.

I have been prevented by sickness from obtaining as full and accurate information upon matters connected with the interests of the schools of this county as I desired.

There are in Brown county sixty-seven school houses. Four have been built during the year, two of them are very fine structures, tastefully and conveniently arranged for the health and comfort of scholars; one has two departments and a recitation room for each department. There is no question upon which the public mind needs more enlightening than in school architecture. In many instances sites are selected without reference to health or pleasantness of situation. In the erection of houses, the health, comfort and convenience of children are disregarded, and the principle of ventilation entirely ignored.

There have been sixty-five schools in this county during the year ending August 31, at an average price per month of $40 01 for males, and $23 67 for females. 3,755 pupils have attended these schools, an average of a fraction more than 57 to each teacher, only 103 less than the whole number the school houses will now accommodate, and leaving 2,402 children without school accommodation. How and where these 2,402 children are to be educated I am not able to say. It is possible, (I think quite probable,) that the Township District System, if adopted, might contribute to that end. It would encourage the establishment of a Graded School in every town, larger and more convenient school houses would be erected for that purpose, and more room left in the primary schools for those that are now excluded for want of room. Every child in the state is justly and morally entitled to an education, and it would seem to be the clear duty of the State to make adequate accommodations to promote and secure the largest and most regular attendance upon the schools estab-

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lished by law. The success of our common schools depends, not only upon having active and efficient teachers, but upon the degree of interest manifested by the people in their support.

The principal reason why greater progress is not made in our schools, is the frequent change of teachers. In a large majority of districts, schools have been taught three months in the summer, and three months in winter, with a long vacation between each term, and in almost every instance new teachers take charge of the schools. It must be obvious to every one that great loss must result from this practice. I have urged the importance of levying a tax sufficient for a nine months school, and of employing the same teacher from term to term, in order to secure a better class of teachers, and a richer return for the money expended.

More attention ought to be paid to primary instruction. Pupils are hurried forward too fast in their studies, and do not acquire a thorough and accurate knowledge of the primary branches. The slate, blackboard, chart and outline map are indispensable instruments in primary schools. Every school house should be furnished with them. They enable the teacher to group the pupils into classes, and so operate upon a number of minds at the same time, instead of frittering away his time upon single pupils.

The foregoing is submitted, with the hope, that the Township District System may take the place of the present school district system, believing that under it, our schools throughout the state will improve to the satisfaction of all.

E. HICKS,

County Superintendent.

BUFFALO COUNTY.

In regard to the condition of our schools I cannot say as they have made much progress during the last year. In consequence of high war taxes there was not much expended in building or repairing shool houses, and a majority of the districts maintained but three months school. There will be a decided improvement in regard to the matter in this ensuing year. There will be at least seven new school houses built, and a large number are now being repaired. A large majority of the districts will maintain a school for two terms, and but very few will adhere to the old three months system.

As to the township system I do not think it will prove of much value to a new county, and for my part I am opposed to it on the ground of it being but another step toward the concentration of power, and all concentrations of power have ever proved destructiveto republican forms of government. I might argue the question at some length, but it has been discussed by abler pens than mine.

ROBERT LEES,

County Superintendent.

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CLARK COUNTY.

In accordance with a request from the department of Public Instruction, I submit the following items relative to the schools of this county, with some suggestions concerning the school law:

Among the improvements in the condition of the schools of Clark County, I have the pleasure of stating that with the assistance and co-operation of the district officers and teachers, I have been able to establish a uniformity of Text Books in the schools throughout the county—a matter I deem of great importance, and the neglect of which has done much to retard the progress of the schools in our county.

A higher standard of qualifications has been demanded of our teachers, and it has been secured by refusing certificates to about one-third of the applicants for the position of teacher—and the present standard is not high enough for the future, for our schools are advancing, and the teacher who falls behind must leave the ranks.

The school houses of the county will perhaps average with those of other parts of the State as new and sparsely settled. They are very far from what they should be, and as our county is fast filling up with intelligent and enterprising people, we may expect each year to see decided improvement in the school houses of the county. It is expected, and sincerely to be hoped, that a substantial, commodious, neatly finished and furnished building for the accommodation of a graded school, will be built in the village of Neillsville during the coming year.

The furniture of the school rooms, generally, is quite meager—many of the districts seeming (by their actions at least) to think an old pail, a battered, rusty and leaky tin cup and a new broom about once in two years, all that is necessary for either use or ornament about a school room. In a few districts, however, we find good blackboards, outline maps, globes, clocks, curtains, etc., etc. In all these matters our districts are constantly improving, but not so rapidly as they ought to do.

Many of our district officers fail to comply with the law in reference to visiting the schools as well as in some other respects; the cause of this failure is not so much unwillingness to comply with the law, as negligence and carelessness on the part of those intrusted with this important matter. I also infer from the reports of district and town clerks that in some districts, not to say towns, very little is known of their actual financial condition, and I am certain that reports from such districts must be very inaccurate and defective. A little more care in the selection of school officers would remedy many imperfections that are now apparent. The advice contained in the circular from the State Superintendent to the electors of each district at the last annual meeting, if carried out (and it should be) would remove the difficulties above mentioned.

I would recommend a change in the law so as to require (after a school district has been organized one year) at least *five* months school each year in order to draw the public money.

If this change can be made, the business or profession of teaching will offer more steady and permanent employment, and thus secure and retain a better class of teachers than the present system does. In the older set-

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tled portions of the State it would perhaps make little or no difference, but in our new and thinly settled counties it would assist us in retaining the services of the good teachers who come among us to teach, and can remain but a short time for want of more steady employment. Teachers would also work for less wages if they had more steady employment in one place. It would be the means of securing more schooling in those districts and neighborhoods most in need of it, and where their only ambition is to secure the State money and a *cheap* teacher, with a limited certificate, the only kind they enquire for, saying "ours is a backward school," and "we can't afford to employ a first class teacher"—and they will, under present arrangements always remain backward, and the children will be what their fathers before them have been. In one of the districts of this county, not long since, the district board was composed of men, no one of whom could write his name, and I presume the same thing has occurred in other places. If they are compelled by law to sustain more school, these backward districts would soon become more interested in educational matters, and men interested in the subject as well as capable, would be elected to office—better schools and a better state of society would follow.

And again, a child attending school only three months in a year from the age of six to eighteen (the usual or greatest period of attendance in the country) would only attend three years, leaving *nine* years of wasted time so far as school is concerned, and that too being the time of most importance to the child in obtaining an education. The above subject I believe to be one of importance, and I hope it may be presented to the next legislature, and acted upon as its merits demand.

On the township district system I have nothing to say.

JOHN S. DORE,
County Superintendent.

COLUMBIA COUNTY.

There are twenty-one towns in this county, (exclusive of Portage City, which is not under the county system). In these towns I have, during the past year, in the regular course of my work, made about two hundred and fifty visits to one hundred and forty different schools. I never give previous notice of my visits, so that I always find the schools in their ordinary every-day operation. It is my custom at these visits, after inspecting the schools, to give such counsel to the different classes or to the school at large, concerning the studies pursued and other practical matters as the particular circumstances of the case seem to require, and then to consult with the teacher separately, concerning such changes and improvements in his plans and modes of instruction as seem to be needed. I have often found that conferences and consultations with the district officers and patrons of the school have been of permanent benefit o the educational interests of the district.

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Examinations and Certificates.

I have appointed and held nineteen public meetings for the examination of teachers, since my last report; nine last fall, and ten last spring. These meetings were attended by about 320 applicants for examination and license as teachers. To 228 of them certificates were granted, but as a majority of them were limited to six months, many of the teachers were examined twice during the year. I have found frequent examinations of the teachers decidedly beneficial to the schools, and hence require the mass of the teachers to be present at these meetings both fall and spring. These meetings have also been so conducted as to serve as far as possible the purpose of Teachers' Institutes to such teachers as were unable to attend the regular Institute; short practical lectures on the theory and practice of teaching, and model class exercises, being alternated with the proper examination exercises.

Teacher's Reports.

A system of monthly reports has been adopted in this county and adhered to for the last three years. Blanks are so constructed as to lead the mind of the teacher to seek and put in practice every improvement within his reach. These reports are intended mainly as a stimulus and aid to well-directed exertion on the part of the teachers, and a link of co-operation between them and their superintendent.

General Progress.

There is a growing and deep-rooted interest among the people of this county in the cause of education, and a disposition and desire to keep our public schools constantly improving. There is a growing demand for first rate teachers.

School Houses.

Several new school houses have been finished during the year, and several more will be put under contract this fall. By the plans which I have recommended, and which are now generally adopted, one end of the school room is finished without door or window, with a continuous wall which is covered with black-board for a breadth of about five feet, commencing say two feet from the floor, and extending upward to the height of about seven feet. Across the end of the room from this black-board to the seats, a clear space of from six to twelve feet (according to the size of the house) is left for class exercises, free from stools, platforms, desks, pulpits or other obstructions. We hold that platforms and pulpits (or the old stationary, cumbrous, useless platform and obstruction called the teacher's desk) are as much out of place in a country school room as in any other workshop where twenty to fifty persons must be constantly employed.

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Graded Schools.

All the villages in this county (except Otsego), viz: Cambria, Pardeeville, Wyocena, Kilbourn City, Fall River, Columbus, Poynette, and last, but not least, Lodi, have adopted the plan of dividing their schools into departments, in which the pupils are graded according to their degree of advancement, the higher departments generally being under the charge of men of experience and ability, and the lower being confided to skillful, trusty and industrious female teachers. The plan works well, and that too, under the ordinary district organization.

District Libraries.

A few of our districts still maintain small district libraries. But the withholding of legislative encouragement for that object, and the dazzling, deceptive, miserably devised, abortive attempt to establish "township" libraries, have given our library arrangements such a shock that they now need special attention and care. As an adjunct to the school, the district library may become very useful. When shall we begin again?

The "Township District System."

In regard to the proposed "Township System," I will say that in harmony with what I believe to be the sentiment of a large majority of the thinking men of our State, I believe that the adoption of such a system in Wisconsin is not desirable, nor likely to prove beneficial to the educational interests of our people.

The following, in brief, are a few of the reasons which may be assigned for this opinion:

1. Our townships are arbitrary divisions of land, established by survey before settlement, and in numberless cases very badly situated for school purposes. Our school districts on the other hand are established after the neighborhoods are settled, with especial reference to convenience for school purposes.

2. Our townships (thirty-six square miles each,) are too large for the convenient operation of the township system. That system is best adapted to a dense population in small territorial limits.

3. The township system is directly calculated to diminish the *home interest*, (which is worth almost everything in educational affairs,) by removing the care and concern of the schools one step further from the people at home, and tends to centralize, monopolize, and de-republicanize our general system of republican agencies; (a result eagerly sought and anxiously anticipated by some educational schemers). We cannot truly and suitably educate the mass of our youth without the active and hearty co-operation of the mass of the people; this co-operation the district system requires, invites and incites, while the township system does not.

4. Many of the evils complained of and charged upon the district system, are evils of human nature, and not peculiar to any system; these

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evils would exist in a modified form under the township, as now under the district system. The change of systems would be merely shifting the boot to the other foot.

5. We do not need the proposed system for the promotion of graded schools. We can have them just as well under the present system, and they are actually multiplyiug and flourishing under the district system. They cannot flourish where the population is very sparse, under any system.

6. New York and those States which have retained the district system, are making as good progress, to say the least, in educational matters, as Pennsylvania and the other States which have adopted the township system.

7: *What we do need.* I have not space to review the exaggerated anticipations of those who expect the township system to be the Elysian field of popular education. We now have an excellent school system, especially adapted to the character, wants and condition of our people. It is, however, capable of improvement, I will mention three points wherein improvements seem to be needed, and will. I trust, soon be secured: 1· The better education of teachers, by means of normal schools and other agencies. 2. A means of guarding against neglect on the part of the district board, and stimulating the activities of the district clerk, by allowing him a small compensation in cash for actual services. 3. The adoption of the assembly district, instead of the county, as the extent of territory assigned to each local superintendent, thus admitting of a more thorough supervision of all the schools.

D. W. ROSENKRANS,

County Superintendent.

CRAWFORD COUNTY.

In addition to the annual statistical report already forwarded to you, I submit the following brief statement of the condition of the schools of this county.

During the year, one hundred and forty-five applicants have applied for license to teach. Of this number, ninety-six received third grade certificates, and forty-nine were rejected. Twenty-three of those rejected were afterwards licensed to teach a three months school. I do not approve of the system of district certificates, but in this county it has seemed necessary in order to supply all the schools with teachers. A few first and second grade certificates have been granted, since my annual report, but are not included in the number given above.

The actual average qualifications of teachers this year, as compared with last, I am unable to give, as different questions have been used, and in some respects, more difficult ones. A change for the better, however, is noticeable, and with some of our teachers the improvement is very marked. Our teachers are improving also, in their methods of instruction, and with

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them, generally, there appears to be a higher appreciation of the duties, responsibilities and importance of the teacher's calling.

With few exceptions, all of the schools of the county have been visited within the year, some of them several times. I have found them doing as well as could be expected. In discipline, classification and general interest, there is an evident improvement. The average attendance has been some in excess of last year, I think from ten to fifteen per cent.

Five new school houses have been built during the year, and several of the old ones have been repaired. and rendered comparatively comfortable. A larger percentage of the houses, as you will notice in the general report, are poor and entirely unfit for school purposes.

We have two graded schools in this county, having three departments each, aud in one of them four teachers were employed during the winter term. These schools are doing well, and the attendance is large. With a more perfect gradation, their usefulness would be much increased.

The County Teachers' Association has held three meetings during the year, and an Institute of oue week was also held in October. The attendance at these meetings was small, but the interest was good, aud I believe they have prepared the way for successful effort in the future.

The proposed township system does not meet with much favor in this county. My individual opinion is, that if the system was established and practically carried into operation, it would result beneficially to our schools.

ORSON JACKSON,
County Superintendent.

DANE COUNTY,

First District.

During the past year, everything considered, there has been a commendable increase of interest in our schools, both among patrons and teachers. Three very fine school buildings have been erected. The one at Sun Prairie containing three departments, is in every respect a building of which the friends of education in that place may well be proud. Many of the old structures have been remodeled and improved, rendering what was before unfit for school purposes quite serviceable and convenient. Much also has been done toward supplying proper surroundings to the school houses. Still, as will be seen by the statistical report, there is a shameful neglect in providing suitable outbuildings. Two districts are without school houses—one having been burned sometime during the summer.

Probably there were more inexperienced teachers during the year past than during any previous year. Over sixty of those teaching had never taught before. Still most of them did well, while many taught excellent schools.

But, perhaps, no one fact, to those not acquainted with the schools themselves, shows more plainly the lively interest which teachers have

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taken in their work, than this one, that about thirty teachers were examined twice, although the law requires them to be but once, during the year. Thus, the wide awake, live teacher, sees in the examination an opportunity to learn something, and is ready to improve it, notwithstanding the two days of severe labor.

One of the greatest difficulties, at present, in the way of the elevation of our schools, is the unwillingness of the people to pay for the talent necessary for that purpose, what it will command in other pursuits. This will always give us inexperienced teachers, and consequently a low grade of schools.

I made about one hundred and fifty visits during the year; and in a district containing one hundred and twenty schools, all could not of course be visited, at this rate, each term. This fact with others have shown me the fallacy of expecting a county officer to do all that is necessary in school visitation. We need an officer or officers who can visit the schools at least twice during each term, and I have yet to learn of any system which, to my mind, meets this want as well as the Town District System.

A. B. PRENTICE,
County Superintendent.

DOOR COUNTY.

In accordance with your instructions. I forward this my special report upon the condition of the schools of this county, and other matters connected therewith. In the statistical report you will see that there are nineteen school houses in the county. Another, not reported, and ranking with the best in the county, has just been completed at Little Sturgeon, in the town of Gardner, and is, I understand from the clerk, now ready for use. In this town, also, there is a house being built 24x30 feet, two stories, to be ready for use by the first day of January next. A large majority of the houses are worthless boxes, or log heaps, in the construction of which there seemed to have been no thought on the part of the designers of the comfort or convenience of teacher or pupil. In many cases there are a quantity of unsightly logs, which have been felled on about an acre of land, and left to decay, and beyond, in all directions, the forest bounds the vision. There are a few houses that are tolerable, but still not what they should be. There are no graded schools in the county. I think that this town needs one, but I fear that we shall not get one for a year or two yet. There have been held two public examinations since the first of January last. The number of applicants for license was twenty-nine, of which number twenty-four were given third grade certificates, three of which were limited. The statistical report shows twenty-nine, but some certificates were given at private examinations, and were annulled by the law on the holding of a public examination, and others were given the parties on going into another town to teach. We need a better class of teachers generally, although we have some very good ones. May their numbers increase. The average attend-

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ance appears to be more encouraging, as it is on the increase, being about 44½ per cent. last year, against 50¾ per cent, for the present year. But still it shows a deplorable state of things. In the schools that I have visited the conduct of the pupils has been good, and I noted good progress. There is a great want of interest by the parents and school boards, and their visits are "few and far between."

I do not understand the merits of the proposed "Township District System," never having seen anything in regard to it, except some references in the "Journal of Education," and in your last annual report. But with proper safeguards, it would be far preferable to the present system. As to its practicability, if the law is properly drafted, I think there can be no question. Our county is comparatively young, not having been in operation quite nine years, and the settlements isolated in a measure, being connected by very poor roads, so poor, in fact, that it is almost impossible to get from place to place on wheels.

But in winter it is not so difficult, as we then have a good snow path, and can get about quite comfortably. From the above circumstances it is very difficult to get up "Teachers' Associations," or teachers' visits to one another. There has never been an institute held in the county, and I confess that I am totally inexperienced in the matter of conducting them. However, I intend to make an effort as soon as I am able. There is great difficulty in getting men capable of filling the town and district offices, and it is doubtful about the people selecting such were they to be had. Consequently the reports from the town clerks are very erroneous. There has not a single report come into my hands but what contains palpable errors, or essential omissions.

I have spent a great amount of time and labor on them to get at the facts, and when in the numbers in the tabular statement there occurs a plain error, I have enclosed them in parentheses, leaving you to make your own deductions with what information I am able to give you. In the report from Sevastapol, twelfth column, you will find the number (750) as being the number of days a school has been taught. In district No. 3, of that town, in the clerk's report, 594 is the number of days a school has been taught the past year; whereas, I have good reason to believe the school was kept but about six months, or 132 days, which reduces the number 462 days.

Gibraltar has three houses, which I think will accommodate eighty or ninety pupils. The report from Egg Harbor is very incorrect, but much of the inaccuracy is evidently owing to the town clerk's placing his figures in the wrong column, which I have taken the liberty to correct in the abstract I send you. But there is another thing in the report to which I wish especially to call your attention. He reports no school kept by a qualified teacher. When I was appointed to the office of Superintendent last winter, there was a school kept in that town by Miss Emma B. Yates, under a license from this same town clerk, who was our former Superintendent, and at the public examination held at that place on the 7th of January last, was re-examined and licensed; also a young man, H. E. Maffet, was examined and licensed by me, and they were the teachers in that town for the winter. And during the past summer, the school

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formerly taught by Miss Yates, has been taught by Miss A. C. Thorp, under a license from me: She has also taught several terms under a license from him, and I consider the qualifications of the three better than the average throughout the county.

But I suppose you would consider it an error of his, as the abstract gives 212 as the number of days a school has been taught by a qualified teacher. But I placed that number in the column, it being in his report under the head of "total number of different pupils who have attended school during the year," and as the number was made up of two numbers, viz., 146 in district No 1, and 66 in district No. 2, which last number corresponding to the number of days Maffett taught in district No. 2, I came to the conclusion that he had, through mistake, placed his figures one column too far to the left, and that would make the balance of his tabular statement quite consistent.

The financial statement I send is not reliable. I suppose they have, in many cases, given the amount of tax voted instead of receipts. Liberty Grove makes no financial statement, Egg Harbor, Brussels, Clay Banks and Gardner, make no report of receiving anything from the "State School Fund," and Egg Harbor, Clay Banks and Gardner report nothing from the "County School Tax," which they must have received, so far as it was collected by their town treasurer, and their returns will show how much, and the receipts of the county treasurer will show what amount they have received from the State.

No report from Chambers Island.

W. H. WARREN.
County Superintendent.

DUNN COUNTY.

You ask my opinion of the "Township District system." The best teachers, and the best friends of schools, with whom I have conversed, are in favor of it, and very nearly discouraged with the county system, because it is a tool for caucus politicians.

Our school seems to be doing as well as could be fairly expected, all things considered. Our teaching talent is low; but our main hope is in a successful Institute. It is the only reasonable substitute for a teacher's college. Our first attempt at an Institute was made on the 9th inst.; but the fact that, in a county having 1600 legal scholars, only seven citizens found time or disposition to "look in upon us," does not promise great success. It is the people's cause, however, and if they neglect it, beer-guzzling and tobacco-"chawing" politicians will not. They can "rope it it in," and they will do it so long as the superintendency remains an elective office. The idea that uneducated voters may safely hold the reins of our common school economy in their hands, is broadly ridiculous. Our democracy seems a little too wide, when a numerical majority, which promises to pay" by making their "mark," is empowered to select and control our school officers. In the meantime, as in the sick room, a good

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nurse is to be preferred to a poor doctor, so we may hope more from the good sense of good parents, than from any system which the legislature can give us.

E. G. BENJAMIN,
Superintendent of Schools

EAU CLAIRE COUNTY.

It gives me pleasure to report progress in our common schools of this county. And well there may be, as it was only about nine years since the first district was organized, and we now number, I think, 28. Nine years ago in the dead of winter, a school house was built about 16x24 feet, of rough green boards, and a few children taught in it. Now there are in this village, two regular graded schools, numbering some three hundred scholars in each. In one of these districts is a school house of fine architectural appearance, and very neatly finished; with three departments and four teachers: and the whole building is in progress of completion, with rooms for five departments. This school is under the direction of H. A. Howland, who is making it decidedly popular.

The district on the west side has a school of two departments and three teachers, and has this year voted an appropriation of $1,000 to erect a primary school house in a distant part of the district. There is also another district in North Eau Claire, virtually in the same village, numbering some seventy-five or eighty scholars. In all these there is a commendable interest and liberality in raising money for the support of teachers. In school districts remote from our village there is not that general interest which ought to be exhibited; but a portion of them are earnest to obtain the best of teachers, and the benefits are decidedly marked, as I visit the schools, in the advancement of the scholars. One great difficulty is the lack of *qualified* teachers. Nearly one-half of the schools are necessarily supplied with teachers having a limited certificate. What is needed in this section is a normal class to be held for a few weeks every year upon which the teachers shall be required by law to attend, if they fall below a certain grade in their examination, in order to obtain a school.

To accomplish this, the new northern counties need a little assistance from the normal fund as well as attention of our worthy state superintendent.

I might write the usual description of deficiencies in some of our districts, but no good would be accomplished. It is the efficiency of the county superintendents and the teachers that is to raise our schools to the standard they ought to attain.

That system, therefore, which will secure the best men for county superintendents and raise up the best qualified teachers, will be the most influential in raising the standard of our schools.

A. KIDDER,
County Superintendent.

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FOND DU LAC COUNTY.

This county is composed of twenty-one towns, two cities, and a part of one incorporated village. The county, outside of the city of Fond du Lac, includes one hundred and sixty-eight school districts, employing one hundred and eighty-one teachers.

Of these districts, Ripon, second ward, employs seven teachers; Brandon,, Waupun, and Ripon. first ward, three teachers each, and Rosendale village, Taychedah village, and Oakfield No. 1, two teachers each. The remaining districts employ one teacher each. During the winter term teachers were employed in all districts in the county except five. During the summer sixteen districts had no school. These were nearly all in the extreme eastern part of the county. The districts which are *accustomed* to have no summer school almost invariably have only three months school in the winter. It is impossible that the lapse of a course of years will not present the young people of such districts to society, with an educational preparation for life far inferior to that of those districts which have given their young people eight or nine months schooling each year.

The year has not been without its manifestations of improvement. Fewer cases of trouble have arisen than during the previous year. An increased number of schools have been decidedly successful. This is owing perhaps in part to the more systematizing of the whole school work; in part to care taken in the rejection of extremely young or poorly qualified teachers; but especially to the increased number of teachers who have tried to do their best, *in* and *out* of the school room, to educate in the highest and noblest sense those committed to their charge.

Full or partially graded school districts might be formed by consolidating districts in the vicinity of each of the following places, namely: Oakfield station, Rosendale village, New Cassel, Seven Mile Creek, and Calumet village.

The value of large districts and graded schools is not generally appreciated. The tendency, and unwisely, as it seems to me, is in favor of single schools and small districts, and yet in nearly all the localities just named, one or more private schools are regularly sustained. On account of this tendency I think the proposed "township system" would meet with violent opposition from a large majority in this county, since it would enlarge districts in many cases—re-district towns sadly needing to be re-districted and establish graded schools where they ought to be established —a few would appreciate the advantages thus offered. Its appointment of town school officers and its mode of electing the county superintendent would, I think, meet with general approval.

New rooms for fifteen schools have been provided during the year. With one exception all the new school houses are large and commodius, erected with taste and an eye to comfort and service. They do credit to the districts to which they belong. The new school building at Seven Mile Creek, were its entries larger, would be an excellent model. It is the best in the county for commodiousness and convenience of arrangement.

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Three first grade certificates, twenty-one second grade, and two hundred and seven third grade certificates, were issued during the year. One hundred and seventy-six applicants were rejected.

The wages paid to teachers are too low considering the times and the labor required; and as a consequence some of our best teachers fall out at the close of each term and go into other employments. Though there has been a large number of applicants it has not been easy to secure the requisite number of well qualified teachers. No applicant has been rejected, whom I could conscientiously approbate. It had been hoped that the returning soldiers would fill the ranks of teachers, but few of them re-enter the school room, and instead, are engaged in adroitly withdrawing some of our best female teachers from the profession, into a very different life.

It is much to be regretted that school *officers* and *parents* give so little attention to the schools by personal visitation, though in this regard there has been an improvement during the year.

Entire neglect of the public schools on the part of some, and irregular attendance on the part of others, are perhaps the greatest evils with which we have now to contend. The scholars are most regular when the teachers are most faithful, and keep up a constant communication with the parents, by monthly reports and otherwise.

A Teachers' Institute was held at Fond du Lac in the spring, at which such assistance was secured as to make it one of the most efficient, and, in numbers, one of the largest ever held in the State.

The Superintendent made four hundred and twelve visits to one hundred and eighty-one schools. during the year; and gave fifty-one evening lectures on educational topics in various parts of the county.

I. N. CUNDALL,
Superintendent.

GRANT COUNTY.

Having forwarded you my Annual Report, I, in compliance with your request, proceed to give you a special Report of the condition of the schools in this county.

I would here note some points wherein my satistical Report is imperfect, notwithstanding my having sent a timely circular to the town clerks, calling their attention to the importance of having their reports accurate and full. You will find several columns, such as those headed number of districts and joint districts not reporting, highest valuation of school house and site, number of pupils and attendance of pupils, imperfectly filled.

In some two or three districts teachers had failed to keep a proper register, and hence many valuable facts could not be reported. I would here suggest to District Clerks, that the law requires the teacher to keep

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a correct register and makes forfeiture of pay the penalty of noncompliance with this requirement. Clerks should furnish suitable registers and not the blank books that are found in some of the schools.

There have been several school houses built in this county since my last report, and in Muscoda the school house has been well inclosed, the grounds graded and two out houses put up. In District No. 8, of the town of Lancaster, the grounds have been well inclosed and graded. I hope to see much improvement the coming year in the matter of building school houses and out houses, and of inclosing school grounds and ornamenting them with shade trees. A number of districts have voted quite liberally toward building next year.

There has been no change during the year in the matter of graded schools; but from the action of the school boards of several districts this fall, there may be a report of better things next year. There are eight schools in the county having made more or less advancement toward a system of grading. That in District No. 4, in Platteville, has been the most thoroughly organized and managed.

Although not immediately within my field, I would report with pleasure, that at Patch Grove, the friends of education have built an academy of brick, at a cost of about $8,000. I trust that a like liberal spirit may get hold of the people there in the matter of public schools, and then their present small and dilapidated school house will soon be supplanted by one suitable for both the purpose and the place.

During the year I have made one hundred and seventy-four visits to the different schools in the county, and during the same time there have been delivered twenty-four evening addresses on topics immediately concerning the elevation of the Public Schools, the improvement of the Teachers, and the more thorough and practical education of children.

There are four towns that I have been unable to visit this school year, being prevented by indisposition at the time I had assigned to them. I shall visit them as soon as the fall term of school opens.

I have held, during the year, three Institutes, one at Lancaster, beginning December 27th, 1864, and continuing the following two days; one at Platteville, beginning April 10th, 1865, of same duration as the former one; and one at Boscobel, beginning August 28th and continuing till September 7th—nine days, being four days in the present school year and five in the next. At these there were respectively 36, 76 and 70 teachers in attendance. I find that the better class of teachers are the more certainly present at Associations and Institutes, whilst those who most need the drill and instruction seldom attend; yet I am hopeful of even these. I find at each succeeding Institute some new recruits from their ranks, and such usually express themselves as benefited and better prepared for their work, and regret past neglect to attend.

At these meetings I received valuable aid from Rev. Julius Schum and John J. Copp, of Lancaster, each of whom, in addition to drilling classes, lectured twice, also from the Hon. J. T. Mills and A. R. Bushnell of Lancaster, who delivered lectures, and from J. H. Terry of Spring Green, Sauk county, who took part in the drills and also lectured; and lastly the State Superintendent not only placed me under great obligation to him,

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but also made himself many warm friends among the teachers of Grant county by his earnest and instructive labors in the Institute at Boscobel in the drill of classes, by his methods of instruction and words of counsel and encouragement. Superintendent and teachers would warmly welcome him among them again. To the teachers in the public schools of this county, who attended and took part, I tender my heartiest thanks, and as a reward for their labors promise them future opportunites to repeat them for their own and others benefit.

There were present at my fall examinations 154 candidates—114 females and 40 males, of the former 2 received certificates of the second grade, and 65 of the third; of the latter 31 received certificates of the third grade, making a total of 98, or 65 per cent. of the applicants who passed examination, leaving 56—47 females and 9 males who failed. At my spring examinations there were 279 applicants—256 females, 23 males; of the former 1 received a certificate ot the first grade, 3 of the second and 163 of the third; of the latter 19 received certificates of the third grade, making a total of 186, or 66 per cent. of the applicants who passed, leaving 93 (of the former 89, of the latter 4) who failed to get certificates. This gives a total of 284 certificates of the three grades granted during the year. There are about 20 twice counted, leaving 264 different persons receiving certificates. A number of these have not taught and did not apply with the immediate purpose of teaching. But being in school with teaching in view, many of them were examined simply to ascertain their knowledge of the several branches and wherein they needed most improvement—many of these being young, my average of teachers' ages is below what it would be were the average age of those actually engaged in teaching given. I have granted in addition to the above, 43 local certificates—to males 5, to females 38. Several of these were granted to teachers who, although failing to pass examination, gave evidence of success in teaching, and some were given to those whose qualifications were good enough but who failed to attend public examinations.

The average age of the 327 who got certificates is 21 years, and their average experience is 1½ years. The oldest teacher is 59, with an experience of 38 terms of 4 months each. The number employed in the same school as during the previous year is 50. I am satisfied there is an increased disposition to employ the same teacher term after term, and there is also a marked increase of wages as shown by a comparison of my report with that of last year. Yet there are some district officers over anxious for change, and others too eager for cheapness.

I think I have labored not in vain in endeavoring to have good black boards in all the school houses, to have school houses built after better plans, and to have pupils supplied with slates and pencils. I find on visiting, for the second time, many schools, every pupil supplied with slate and pencil, where before but a few (and none of the smaller ones) had them; and often good black boards where before there was none, or but a very poor one. And during the year I have been called upon to furnish plans for six districts, for new houses, all of which have been received kindly, and I hope soon to find new houses in these several districts after the plans sent, or improvements on them.

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The "Township District System *is desirable* and *practicable* in this state," and I would refer for my views more at length to my former special report. I concur in all that is contained in the paper on this subject issued by your predecessor.

I would say that I regard the teachers of this county as improving in educational qualifications and in the proper estimate of their calling, and I believe the schools are equally being lifted up and improved. The people of the county are generally alive to the interests of the public schools, regarding them as they really are, the safety and bulwark of a free people, the only means of universal education.

D. GRAY PURMAN,
County Superintendent.

IOWA COUNTY.

Since my appointment as Superintendent I have issued fifty certificates, nearly all of the third grade. I have also granted forty-five special licenses to teach for a less period than a year; about one-half of which were granted because the candidates asked for and received a private examination before the time of holding the public examinations, many of whom afterwards came to the public examinations and received a full certificate; the remainder were given to young and inexperienced teachers, some of whom passed a very creditable examination. Most of the teachers are desirous of obtaining a good third-grade certificate, but are not ambitious to rise higher. There were but four candidates for the second grade, and two certificates issued, and there were no candidates for the first grade. Most of the schools in this county do not absolutely require a higher scientific knowledge than the law prescribes for a third grade certificate; but in my opinion, other things being equal, a teacher who is competent to hold a first grade certificate is worth much more (and the difference may be incalculable,) to teach a primary school than one who is barely able to obtain a third grade certificate.

The schools generally throughout the county are intellectually in a good healthy condition. The teachers are faithful, diligent and attentive, and, I believe, try to make the best use of the means afforded them to furnish to the State intelligent and useful citizens.

The greatest evil I discover is a want of regularity in attendance. For this reason the success of some schools in agricultural neighborhoods has been very much retarded during the spring and summer; but the cause is apparent, of course. The older members of the family were absent in the army, and the younger had to supply their places. But as the cause has now ceased to exist, no doubt a marked improvement in this respect will be manifest during another year. By examining the statistical report it will be noticed that there is a large number of children (nearly twenty-eight hundred,) between the ages of four and twenty years, who have not attended the public schools at all during the past year. Scarcity of

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laborers was a leading cause, but a want of sufficient school advantages near at home had an influence. All grades and ages of scholars are compelled to mingle together—study and be taught in the same room, and under the same circumstances, and the young seem to crowd out the old, A graded school, accessible at some point to the advanced scholars, would be of immense advantage.

There are but two graded schools in the county; one at the city of Mineral Point, which, while in operation, does good work, but a want of means limits the length of the school term, and therefore its usefulness. An effort will soon be made to amend the city charter, so that more money may be raised by taxation for school purposes. The other is at Dodgeville, has a good corps of teachers, is well managed, and is of great advantage to the community. Another graded school should at once be organized at Linden, and I am glad to learn that an effort is being made in that direction; another also at Highland. Here there are two very respectable school buildings, only a few rods apart, in which four teachers are employed, and a promiscuous school taught in each. If the two districts interested were consolidated, and a graded school established with three teachers, all parties would receive greater advantages at less expense. At the village of Avoca the people are doing well, they have a pleasant school building, and maintain a graded school of two departments a part of each year.

I believe the Township District System is desirable, for the reasons so clearly set forth in the report of the Superintendent of Public Instruction for the year ending Aug. 31, 1863. No superintendent can visit all the schools in the county as often each term as is useful, without he is possessed of untiring industry and commendable magnanimity; nor can he always awaken the same interest that he could were he a neighbor, and an acquaintance standing ready to seize every opportunity to present the good cause in the most favorable light.

Whether the Township System can be made practical or not, depends very much on the competency of the township officers who will carry out the details of the plan. In order to get good men some compensation should be allowed those who devote their time and labor to this work for the public good.

Our course of education, I think, is a little defective. We teach scholars how to speak and write correctly, and enough of mathematics to keep accounts, and some general ideas of the natural sciences, but the studies prescribed by law, no matter how thoroughly taught, illy prepare them to perform one of the most important rights and duties of a citizen of the United States. I refer to the exercise of the elective franchise. The right to vote is but of little use to him who does not know how to vote, and certainly to vote intelligently he should know something of our constitution, the principles of our government and our laws. In school he should prepare for all the duties of practical life, and this is one, and the safety, the prosperity and the happiness of our country, rest in a great degree in the sound political education of its citizens, which education should not run the risk of the reading of maturer years,

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or the instructions of a partizan press. How this instruction can best be given, whether by text books. or by oral lectures from the teacher, I leave as an unsolved problem.

ALEXANDER WILSON,
County Superintendent.

JEFFERSON COUNTY.

The schools of this county have generally maintained their usual standing, although the absorbing interest in the war has drawn so largely on the attention and resources of the people. There has been an unavoidable decrease in the attendance of the class of larger pupils which seems to detract from the appearance of the schools; but measured by the standing of those of the same age, we have even more than held our own.

The inadequate supply of good teachers is one of the greatest difficulties to be met with at present. The opinion has prevailed that with the close of the war we should have a large number seeking employment in our public schools. Many districts voted at their annual meetings to engage male teachers for the winter terms. But on the contrary it has proved difficult to obtain enough of both sexes to supply the demand, for no other reason than that other employments pay better. Teachers' wages have advanced twenty-five per cent. over last year, but it will require a greater advance to induce capable young men and women to adopt the teachers' profession. When the pay is made equal to the work and responsibility, the needed supply will come.

Several districts have made arrangements to build during the coming year. The village of Lake Mills is preparing to build a large and expensive Graded School building, and Fort Atkinson is about to put up large additional buildings at an expense of from eight to ten thousand dollars. The war has shown the people their ability to raise money far beyond all previous calculations, and they have learned that it is cheaper to build schoolhouses than to put down rebellions.

We need legislation to induce a more general co-operation of the foreign population in our public schools. In many districts where from eighty to one hundred and twenty children are returned, from six to twelve will be found in the public school. We cannot, certainly, expect to build up and maintain liberty where the basis is so ignored.

I have taken pains to bring the plan of the TownshipSystem of Schools before the people in my intercourse with them this fall. There is a general feeling that we need some system that will impart increased vigor to the cause of education, but there is no definite idea as to what is needed.

There is a natural opposition to giving up the direct control of their schools, especially in districts that have maintained good schools, while the town, as a whole, is behind in educational interest. Among the points that commend themselves, are these:

It removes the school from the direct intervention of fault finders.

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It is more likely to secure the best teachers through the co-operation of the superintendent and Town Board.

It will have a tendency to a greater average length of school during the year.

It many towns it will furnish facilities for higher grades of schools not otherwise attainable.

With these and other good qualities it will be a question whether or not it will be more expensive than the present system, though we have yet to learn that expense is an item of small importance in the matter of educating our children.

J. K. PURDY,
County Superintendent.

JUNEAU COUNTY.

In compliance with your request, I respectfully submit the following special report:

Schools.

I am happy to state that I find marked improvements, in some respects, in our schools, Those branches (Mental Arithmetic and Orthography) which have been so sadly neglected heretofore, are receiving considerable attention. In my communication to teachers in the spring of 1864, I urged upon them the importance of giving those branches more attention, and in visiting schools the following summer, made it a point to propose questions to pupils and illustrate to teachers my method of "oral" instructions in these branches. And I am constrained to believe that the course pursued has proved beneficial.

About seventy schools were in operation during the winter of 1864–5, and about the same number during the past summer. And with few exceptions, were ably conducted.

Graded Schools.

We have three graded schools of three departments each, and each maintains about ten months school in the year. We have one more district in which a graded school could be successfully established, as two teachers are usually employed in the school, which numbers over one hundred pupils.

School Houses.

I notice but little improvement in school houses and school furniture.

Two respectable school houses have been built since my annual report; one in the town of Orange, and one in the town of Fountain. When I visited the latter school one year ago, I found a small log house, distaste-

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ful, uncomfortable and inconvenient in every particular; with a loose, clattering floor, rickety seats, squeaking doors and broken windows. When visiting the same school this summer I was delighted to find, instead, a neat white building of respectable dimensions, bearing unmistakable marks of taste, comfort and intellectual refinement in its external beauty and internal convenience. With these exceptions I find the same old school houses, with the same awkward desks, and the same uncomfortable seats that I found in the winter of 1863–4, though in some districts the subject of a new school house is strongly agitated. One log school house was consumed last winter by fire, and preparations are being made for a framed house in its stead.

Teachers.

The whole number of candidates examined since August 31st, 1864, is one hundred and seventy, of which number, nine received second grade, one hundred and seven received third grade, and twenty-four received limted certificates, and thirty were rejected. No first grade certificates have been granted during the past year.

There is a commendable zeal manifested on the part of teachers to improve, and become thoroughly qualified for their arduous and responsible work.

No county can boast of a more faithful, earnest and active corps of teachers than ours.

Teachers' Institute.

A Teachers' Institute was held last fall at Mauston, by the undersigned assisted by Prof. H. C. Wood, former superintendent of this county. The Institute was conducted upon the principle of a Normal School. and continued thirteen weeks: about sixty teachers were present. I an satisfied that we had a pleasant and profitable time. The Institute this fall will be held at the same place, commencing October 16th.

Pupils.

The average attendance of pupils is about the same as heretofore. I am sorry to say there seems to be but little improvement in this direction.

Irregular attendance is the bane of our schools: but parents and teachers can remove the evil.

Visits.

The visits of parents and district officers to schools are like the "visits of angels" to this mundane sphere—"few and far between." There seems to be an inclination on the part of patrons to leave the schools and the instruction of their children to the teachers and superintendent exclusively. Parents do not realize the amount of good they can accomplish by visiting schools, by letting the children know that they are interested

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in their work, encouraging them by their presence if nothing more. Children love to be noticed; it stimulates them to greater effort; and what is said of children in this respect may be said of teachers.

Township System.

I am satisfied that this system would be a benefit to the state as a whole. It cannot but operate admirably in densely populated districts. And should no benefit accrue to the sparsely settled localities by the adoption of this system, I can see no evils resulting therefrom, and it should be our aim to benefit the many rather than the few, when we can do so without injury to the few.

GEO. P. KENYON,
County Superintendent.

KENOSHA COUNTY:

The raging of civil war has necessitated the employment of female teachers almost exclusively. They have succeeded well in government, as well as in imparting instruction. Our schools the past winter compare favorably with the same number ever before visited in the county. Patrons, school boards and teachers seemed determined to aid and support each other, and the result was, of course, success.

School Houses.

No new houses have been built, but many districts have exhibited a commendable interest in decorating their houses, papering them, furnishing them with pictures, and thus making them pleasurable abodes.

Apparatus.

School district No. 5, of the town of Brighton, has set a good example in furnishing a set of Mitchell's Outline Maps. Many districts have procured charts and manuals in penmanship.

Schools.

District No. 1, Somers, has taken the lead during the summer term in penmanship, showing conclusively that that much neglected branch of education may be successfully taught in our district schools. I have to report general good order and almost entire suppression of communications, such as whispering, etc.

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Reports.

Teachers attach much importance to the monthly reports required of them; regarding them as of great value in securing order, punctuality in attendance and good recitations; I find no difficulty in securing prompt reports from each teacher.

One feature in reports which has proved quite efficient is, allowing teachers to insert in the report the names of those children who have been "perfect" in recitation, in deportment, and those not absent or tardy during the month. These names are engrossed on the "roll of honor" kept by the superintendent for the county.

Visitation of Schools.

In my visits to the schools I have made three grades, corresponding to the grades of certificates. If the grade of certificate granted at examination is too low or too high, as regards the *practical* teaching, it is rectified at the next examination.

The reports are also taken into account in classifying teachers. If the report and the visitation do not correspond, the discrepancy must be accounted for by the teacher. Thus a close system of espionage is instituted for the entire county. The faithful teacher is justly encouraged, and incapacity and inefficiency rebuked and discarded.

Soldiers' Home.

During the summer, quite a large amount has been contributed for the "Home" at Milwaukee. Many schools have, by this means, secured a beautiful engraving for the school room.

Teachers' Institute.

We have just closed an Institute of much interest. It was held for two weeks at Wilmot. Most of the teachers in the county attended. Lectures were delivered by Hon. J. G. McMynn, Superintendent Smith, of Walworth county, and Rev. F. B. Norton.

A spirited discussion of many points of "Theory and Practice" took place, and all the exercises were very interesting, and we hope profitable. Prof. Griffith, of Batavia, Illinois, had charge of Elocution, and Prof. North, of St. Louis, of Vocal Music. Both of these gentlemen acquitted themselves to the entire satisfaction of all present.

Although our schools are far from perfection, yet, upon a review of the year, we can see progress. There appears to be a new formation of educational development. There is a very general demand for *qualified* teachers.

School Boards say: "We want value received for our money, and we wish to *pay* for work well done." Never before has been felt so much

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the need of teachers thoroughly fitted for their work; and in this county we hail with joy the prospect of having established in our own State one or more Normal Schools. A work alike worthy of the distinguished projectors and of the great State of Wisconsin, by which she ranks foremost in educational progress.

R. GRAHAM,
County Superinteedent.

KEWAUNEE COUNTY.

The short time that I have held the office of County Superintenden will preclude me from making an extended report. I will briefly state the condition of the schools as I have found them since my appointment, which was to fill the vacancy caused by the resignation of D. D. Garland, and bears date April 27th, 1865.

1—*Schools.*

The schools, with a few exceptions, are at "low ebb" as we are in a heavy timbered country and sparsely settled, which renders it somewhat difficult to get good teachers to come here.

2—*School Houses.*

We have six frame school houses and about thirty log, the former, as a general thing, are well arranged both for pupils and teachers, but the latter are in too many instances unsuitable for the purpose designed. I am happy, however, to state that in many instances I have caused decided improvements to be made.

3—*School Apparatus.*

There are four schools furnished with outline maps, and almost all of them are furnished with black-boards most of which are of too small dimensions.

4—*Graded Schools.*

We are to have two granded schools the coming winter, one at Kewaunee, the county seats and the other at Ahnepee.

5—*Certificates.*

There have been 41 certificates granted during the year, 26 third grade and 15 limited.

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6—*Pupils.*

The average of punctual attendance has been about seventy-five per cent.

Owing to the heavy war tax for the past few years, many districts have labored under difficulties to keep up their schools, but as the condition of the country reverts back to first principles again, it will doubtless show decided improvements, especially in the newly settled counties.

S. L. KEITH,
County Superintendent.

MANITOWOC COUNTY.

In transmitting to you my annual report, I can only say that in this county the cause of common schools and education generally, has been greatly promoted during the past year. At the school meetings this fall, the people have raised more money than formerly for improving and building school houses, purchasing more valuable school sites, and increasing teachers' wages. Take it all in all, I believe Manitowoc County has made rapid progress in her educational interests, and manifests a desire to improve and increase.

JERE. CROWLEY,
County Superintendent.

MARQUETTE COUNTY.

Herewith find my report of the condition of the common schools in this county. I regret it does not come to you in better condition. My inexperience as County Superintendent is the only apology I can make. I see now many errors and blunders that might have been avoided, or corrected, had I known or suspected the reports of the town clerks would be so deficient and erroneous. Their reports reached me so late there was no time to revise or correct, except in a few instances. I am sorry to say, too, from the present prospect, the annual report next season will not be a great improvement on this. The opposing candidates now before the people of the county for election to the office of county superintendent, are, in my opinion, the poorest kind of stock for the position—neither of them even being members of our teachers' association, and neither of them has ever attended an institute in the county to my knowledge. What a humbug and imposition that county superintendents are elected. I hope to see the time, and that soon, when men will not be

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allowed to fill this important and responsible office until they are examined by the State Superintendent, and obtain his certificate that they are qualified, in literary attainments at least. Now it frequently happens through political jugglery and chicanery, that men untirely unfit are elected to this office, and the public thereby imposed upon, our children robbed, and the public money wasted. When will such grave evils be rectified? Not until the masses are better educated. Not, I fear, until a law is passed that all parents, and those having children under their charge, shall educate them—give them three months schooling yearly, at least.

In regard to the township system for the government of common schools, I will say, from my experience as county superintendent during the past year, I am more thoroughly convinced than ever of the beneficial results that would ensue from the adoption of this system. No other system, I am satisfied, in this county at least, will carry out the spirit of the constitution of this State, which requires the establishment of district schools to be as nearly uniform as practicable. The cash value of the school houses in this county (some sixty in number,) will not amount to above $10,000; many of them not fit to stable a decent horse in; almost all without any inclosure; the outhouses in the most deplorable condition; many of the districts, owing to their small size and the small amount of taxable property in them, are burdened with heavy taxes, and almost compelled to employ cheap teachers to support a school three months in the year, while the more wealthy districts are comparatively lightly taxed, and support a school for a much greater length of time. The result is, the burden of taxation is heavy upon the poor and light upon the rich. This is not democratic, or in accordance with the spirit of our institutions. Many of these evils, and many others which might be mentioned, might, in my opinion, be avoided by the adoption of this system. It would be cheaper; our schools more ably conducted; our school houses more comfortable and convenient; taxes would be better equalized, and the office of county superintendent be rendered much more efficient. It seems strange, when this system has been so thoroughly and successfully tried in other States, and so urgently called for by the best educators and teachers everywhere, that our wise savans at Madison do not see the propriety of passing an act to adopt it. I sincerely hope you and all who feel a lively interest in this matter will continue to agitate the subject.

E. B. CHAPMAN,
County Superintendent.

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MILWAUKEE COUNTY.

First District.

I compliance with your circular letter accompanying the blank form for the annual report, I have the honor to submit the following:

The character of some of our school houses has undergone no change for the better, but has been rather growing worse. Taking the whole, in this district, we have some decidedly bad, indifferently good, and very good ones, and their quality is always proportionate to the interest which the people in the neighborhood manifest in their prosperity.

A new brick school house is now building in district No. 8, town of Lake, at a cost of $1,600, which, when finished, will be a credit to the inhabitants of the district.

Great improvement has been made in the qualifications of teachers during the last two years. This has been clearly shown, not only in the public examinations of teachers, but also in the improved, order, instruction and discipline of the schools.

There have been eighteen teachers employed in the same schools this year as last, and invariably these schools have made the best progress of any in this district.

I am sorry to say that the people generally do not show their esteem in the proper manner, that is, by visiting their children while in school; and I know of several instances in which the district officers have not shown their faces in any school during the past year. It is a universal rule, that in those districts where the inhabitants and officers most frequently visit the school, there the best schools are found, and the best teachers seek employment.

There is another evil, which I hope to see reformed, that exists in our schools, that is, the frequent change of teachers. This and the short period for which they commonly are employed, are great obstacles against teaching. Over three-fourths of our teachers are ladies, who, in general, are well educated, and fit for the high position they occupy; yet the short period they follow teaching draws too many beginners into the field, and hinders the schools in their progress.

In my opinion the Township District System is not desirable and practicable in this State.

WM LAWLER,
County Superintendent.

MONROE COUNTY.

Many portions of the county are new and sparsely populated, with a disposition to narrow down the limits of some of the school districts. Results, poor pay, and as a consequence, comparatively poor teachers,

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who fail to succeed as could be desired. In other parts a larger population is found and an ability to pay better wages, hence they have older and more experienced teachers. I am pleased to say this is the larger proportion of the county. A few schools are excellent, as good perhaps as are found in older and wealthier counties. The majority of the schools are in the hands of those who are devoted to their profession and deserve special commendation for their persistent efforts amid great discouragements. We notice several things that are especially to be regretted. 1. Poor school houses; some are mere apologies, many badly located, illy constructed, cold and dark. 2. The greatest multiplicity of text-books; some modern, and others introduced some time since the dark ages. 3. Young and inexperienced teachers. As a consequence too many of the schools are nearly a failure, badly taught and worse governed. In our semi-annual report to the patrons of the schools we have called attention to these disabilities, we hope with some success. We have especially urged district officers to a more careful performance of their duties; also have recommended a definite uniform series of text-books for adoption. Some improvement in school buildings is noticed. The one in the village of Tomah is about completed, at an expense of $2,600, and is a fine structure, neatly seated with patent seats and supplied with proper means of warming and ventilation, etc. Other districts are proposing to build; we have urged on such the importance of adopting the best models without regard to expense. We are informed that the citizens of Sparta are moving to erect a substantial high school building to cost some $10,000. We have but two graded schools in the country, viz: the village of Sparta and Tomah, each one, in the hands of thoroughly competent persons. We have visited nearly all the schools twice since January last, and have addressed the people at various points upon local and general matters pertaining to the schools. In conclusion, while we cannot speak of that progress desired, yet we feel that progress has been made. We trust all interested will address themselves to the work of improvement, then success is sure.

C. W. KELLOGG,
County Superintendent.

OZAUKEE COUNTY.

The schools in this county remain about the same as last year. A supply of good teachers is the great desideratum, but where will you get them, when you look in my report and see what the average wages are that we are paying. I presume we shall always be troubled in finding enough good teachers, and I think this arises from two main causes. One I have mentioned before, the other is that of one hundred rural districts, school will be kept the year around in but 3 or 4, while in the remaining 96 or 97 from 3 to 6 months' school is taught. What shall the teacher do during the long vacation? Can he afford to improve himself for the

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next 3 months' teaching the coming year, and use up his small earnings, or is he to follow another trade or occupation? If he does the latter, he will, perhaps, generally find his new employment more profitable than keeping school, and then it may well happen that young and talented men drop school teaching after a term or two and follow another business, while the lazy and good-for-nothing portion are likely to remain on hand, idling through the summer, to warm their shins in the winter at the school house fire. We want but three or four large districts in each fully settled farming town, so that school can be kept the year around, and good wages paid. There is no need that each farmer may have the school house before his door, because it is too far for his small children to walk. Small children, or children under seven years of age, have no business in school; they better stay at home, but may attend during summer and fall. It is much better, and it will be of greater benefit to children, to walk a mile or two farther, and be instructed by a *good* teacher, than be bothered by a poor one who lives next door. By carrying this idea through we may have a class of teachers who will make it, and can make it, their *whole business* to teach our common schools; but with our present system we shall never succeed. Let the supervisors of each town or county build good substantial school houses, at convenient places, divide the districts so that it is comparatively easy for each district to keep school the year around, and, if possible, have two or three departments. You will then raise a class of teachers whom we can honor and trust. Devise a system of giving us *good teachers*, and all the rest, town or county system, is of minor importance; but I again repeat, that teachers must have employment *as such*, the whole year, in every one of our schools, and I have no doubt that it can be done in all the older settled counties in this State, by reducing the number of districts and letting the town or county supervisors locate and build the school houses.

Fr. W. HORN,
County Superintendent.

PEPIN COUNTY.

The schools of this county are new, and have not that degree of regularity, system and order which characterizes older sections; but I am happy to state that they are improving, and the interest in education is daily increasing.

Some confusion exists about the formation of new districts, and the division of old ones. Some districts embrace a large extent of territory, making the school houses inaccessible to some of the inhabitants, while the house in the adjoining district is near enough. In such cases children are deprived of schooling, unless they pay a regular tuition fee.

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In regard to the Township District System, I have acted upon the advice of the poet,

> "Be not the first by whom the new is tried,
> Nor yet the last to lay the old aside;"

And after due consideration, have come to the conclusion that it is not only desirable but also practicable.

It will be more efficient than our present system. It is very seldom that we get a real live business man who is qualified for the office of district clerk: such a man will not accept it, hence it is given to incompetent and careless men, who, in hiring teachers and conducting the schools, act from the sole stand-point of the cheapness of the school; being paid nothing for their services, they scarcely ever visit the school or attend to the other duties of the office.

The truth of this can be substantiated by a large majority of the teachers and town clerks of the State. The fact is, the district board woefully neglect their duties. They are generally farmers, or engaged in some other honorable occupation, which requires all their time, even if they have the desire to see to the affairs of the district.

Now give us a town board in their stead, with their duties marked out, and well paid, selected from the most efficient men in the town, and this half-hearted business will vanish from our schools; it will inspire teachers with new energy and life, while now many, being creatures of influence, plod along, catching the spirit of indifference from district officers.

I am in favor of the Township District System, from the fact that it is more compatible with the fundamental idea of our free school system. It breaks down the barrier that the child, simply because he happens to live in an adjoining district, is deprived of a school.

It may be said the same objection lies equally against the township system, but not so strong, for as the boundaries enlarge the objection diminishes, and the township, I believe, to be the normal idea of a district as regards size.

Again, it would do away with much contention, and settle at once at least five hundred neighborhood quarrels in regard to districts, which are now pending in the State.

It seems superfluous to argue the almost palpable fact that the township system affords a better chance for graded schools. Visit almost any district and we find two or three advanced scholars studying, or trying to study, some of the more advanced sciences. These advanced scholars are almost losing their time, while they are at the same time robbing the small children of their opportunities. Now the law and spirit of our educational system is to let the advanced go on still further, and help the backward along; but in a heterogeneous school (and most district schools are such,) we have exactly the reverse of this—the scholar who would progress is held back, and stands in the way others.

Now in almost every town there are enough of these advanced scholars to make a good respectable school. The law contemplates that this school should have a principal well-qualified for his business. This school, as a

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center, would send out its influence to the surrounding schools of the town, infusing life, not only into the teachers, but also into the pupils. This system is in accordance with the development of the mind. Progress ahead! The child counts up the terms when he will reach the graded school—the advanced school. The presence of at least one live, thorough going teacher in each town of the State, will be a great achievement.

Teachers' institutes will be held often, and with less expense to teachers, resulting in a greater amount of benefit all around.

The objection has been raised by some very able educators, that the township system would be a cats-paw for demagogues, but certainly I fail to see why. In our government we must trust to the intelligence of the people to elect suitable men. Educate the people, and then let them work. This is our great safety-valve.

As the education of the people—the masses—in a republican government, is the substratum upon which the government, as a superstructure, rests, it is of the utmost importance that the foundation be solid, and it is unwise to talk about the expense of procuring a solid foundation; so long as the superstructure is assuming such gigantic proportions, the expense must be incurred whatever it may be. If we can build navies, raise armies, and carry on war to carry out the government, we can raise money to lay the foundation upon which the government rests, viz., the education—the general intelligence of the people; hence, if the township system is better than the present one, we should adopt it even though it cost a little more; but this is extremely doubtful; the probabilities are that it will not only be far better, but also cheaper.

J. R. HANAN,
County Superintendent.

PIERCE COUNTY.

We have labored under some embarrassments. The war took nearly all our male teachers from us. Then our densest settlements are separated by "woods," so that it is difficult to convene our teachers at any one point.

But in some respects we have made progress. The law is better understood and more generally observed. Special examinations, once very common, are now seldom solicited. Few special pleas for leniency are now presented, either by teachers or school officers. The *best* teachers are now sought in nearly all the districts. Our teachers progress. Those indisposed to study and progress drop out of the ranks.

We have two graded schools, one with six departments and one with three. Both are in good condition and growing in public favor. We have no private schools. All join to make our union schools good enough for our richest as well as cheap enough for our poorest people.

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I am not prepared to commend the "Township System." Our settlements do not conform to town lines. We have many joint districts. Each of our two graded schools draws its scholars from three towns and one of them from two counties. Unless a law can be framed on a better plan than any I have seen, I should think it not adapted to our wants. I may add, that the people generally seem jealous of such a centralization of power. I concede some advantages to the Township System, and it is possible my objections might be removed.

Next month I yield my office to a successor and soon remove from the state for a time. I trust my successor, whoever he may be, will be capable and faithful. And may the cause of education in Wisconsin and specially in Pierce county, ever flourish.

CHARLES THAYER,
County Superintendent.

POLK COUNTY.

There has been but little improvement made in respect to school houses the past year. The immense taxes which have been raised for the payment of volunteer bounties seem to have absorbed the means which might otherwise have been appropriated to building. There has, however, been two good hewn log buildings erected, and plans are being matured for the completion of three good frame buildings, one of which is designed for a graded school, in the village of Osceola, which is very much needed. We have at present eight good frame school houses, five comfortable hewn log houses, two miserable shanties, and seven schools are taught in private houses; two districts have had no school the past year. Most of our school houses are provided with blackboards, and three have outline maps, one of which was purchased last spring.

The State Superintendent's circular has done something towards awkening an interest in regard to some of the things mentioned therein.

Teachers.

I have examined during the past year twenty-five applicants, seven of whom have been rejected, and some others would have been, had it not been for the scarcity of teachers. I have in several instances been obliged to grant limited certificates between the semi-annual examinations, and in some instances have endorsed the certificates of the Superintendent of St. Croix county, which I think is preferable to granting special ex-examinations. I have generally required teachers holding third grade certificates to pass examinations semi-annually, which plan although not appreciated by all, has nevertheless had a good effect in prompting teach ers to study and prepare themselves for higher attainments. As for the teachers of Polk county, I can say they have not been idle. With but few exceptions an advancement has been made which would compare well

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with the advancement made by the students of any high school. There has been a thorough waking up, and they begin to see that they *must* advance with the times.

The county superintendency has worked well in our county. I have been actually employed about 100 days each year in the business of the office, and, although laboring for the small and very inadequate compensation of $125 per year, I have not been weary in well doing. I can see that my toil has not been in vain. The satisfaction of knowing that I have done something, for the advancement of the cause of education seems to repay me for my trouble.

"The township system," I think, would rather be an injury than a benefit to us, however much it might be desired by the more densely settled portions of our State. But, lest my report may weary you, I will not take up space in the discussion of its merits or demerits.

School visitations have not been so frequent as they should have been. This neglect seems to arise not so much from a lack of interest as from a kind of false impression, which seems to be prevalent in this section of country, that they have no business meddling with the teacher's work; but this idea is rapidly passing away. In one instance, while delivering a public address, I was interrupted by an old gentleman asking me if people had a right to visit the school. I told him, most certainly they had, and every good teacher would thank them for a friendly call, and the school would be benefited by it. He replied that he was very glad that such was the case for he took pleasure in visiting the school. One thing is remarkable in our county. We have had but two terms of school taught by a male teacher for the past year. As I expect to retire from the office at the expiration of my term, not being able to spend my time for the small pay, I hope it will fall into competent and faithful hands, whose heart shall be enlisted in the cause, as mine has been, and that *education* which is the foundation of our civil liberties may be considered worthy the attention of all.

R. H. CLARK,
County Superintendent.

PORTAGE COUNTY.

As to the condition of our schools, I am not able to report much improvement during the past year. At the time of making the appropriations for the maintenance of schools during the year, the war was still raging; heavy drafts had been made, not only upon the able bodied men, but on the financial resources of the country, to meet the exigencies of the war, hence the appropriations made in some districts were not sufficient to keep up vigorous schools for the length of time they should have been. Our people, generally, appear to be fully aware of the fact, that in order to have good schools, they must be able to employ good teachers, and I am well satisfied that nothing short of

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dire necessity prevents them from supplying the means of hiring such teachers. Considerable more inquiry has been made for good teachers, the past year, than the year previous, and I think it a good omen that the practice of hunting up a person who will teach cheap is no longer the *ne plus ultra* with school boards, but while they do not ignore the question of compensation, they are becoming more and more conscious of the fact that in order to secure first rate teaching talent, they must pay first rate wages, I feel encouraged to hope, from the increasing indications of interest manifested upon the subject of schools, by the people of this county, that each succeeding year will be marked by some progress. The subject of good school houses in districts that are destitute of them, is very generally engaging the attention of the people in those districts, and I am sanguine in the belief that the next annual report of the Superintendent of this county will show an addition of many good school houses to those already existing. In short, though living in a region where the "century aged pine" is singing his eternal requiem over our heads, we are alive to the fact that upon the education of our children, depends not only their happiness, usefulness and respectability in life, but also the very life and perpetuity of our government.

Our teachers, in point of qualifications (I speak now of those only who are teachers) are gradually assuming a higher position, and now that the sun of peace has again risen over our beloved land, I trust that such a state of things will be soon brought about as will induce talented men and women to engage in the profession of teaching for life, and this can only be accomplished by making such provision as will assure every worthy teacher that by entering that profession he will be sure of a competence through active life and old age.

With regard to our school law I am not prepared to say in what particular it might be amended for the better. I regard it now if properly administered, as sufficient to enable every locality that has a population of a half dozen families to have a good school. Constantly tinkering and modifying a law which answers well the purpose for which it was enacted, is unwise, and no radical changes should be made until a thorough trial of the existing law has demonstrated its necessity. Our school law has very recently undergone a thorough revision and codification. I would suggest that it is the part of wisdom to let it remain unaltered until the people have time to learn its provisions and see its workings. If I were to propose any thing in addition to the existing law, it would be in the shape of a supplement, subjecting all school officers, from the highest to the lowest, to such penalties for the wilful neglect of their duties as would insure their faithful performance of them. Further, I would impose a penalty upon that parent, or guardian who, when a good school is provided for his children, by the imposition of a tax upon the property of the State, and by the beneficence of the general government, unnecessarily keeps them out of school, or wilfully or carelessly neglects to send them. These are strong measures, some would say arbitrary and opposed to free institutions. I have neither time nor space to present arguments in their support. I will simply say that the State is bound by its constitution to provide the means of education for all its children, and it is

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certainly logical to conclude that after having made these provisions, it has the power to make such laws as will render those provisions effectual and not leave it at the option of careless or thoughtless parents to render those provisions nugatory.

In relation to the township system, allow me to say that I have some personal knowledge of its workings. I consider it well adapted to a densely populated country. Its main value, in my opinion, is that it authorizes the establishment of graded schools, in which all the children may have the opportunity, by a regular graduation from the primary to the high school to receive a much more thorough and extensive education than it is possible for them to receive on the independent district system. But such a system (I speak now for my own part of the State) would be entirely impracticable in sparsely settled counties, such as this and many others are.

W. R. ALBAN,
County Superintendent.

ROCK COUNTY.

Second District,

From the written reports of the teachers and a visitation of the schools, I have prepared the following tabular statement:

No. of district schools in the superintendency,	82
No. of departments in the district schools,	87
Average number of pupils registered in each department,	33
Average number present on days of visitation,	23
Percentage of attendance of the number registered,	70
Percentage of the attendance of the whole number entitled to school privileges,	42
Percentage of pupils under 5 years of age,	4
Percentage of pupils between 5 and 10 years of age,	42
Percentage of pupils between 10 and 15 years of age,	40
Percentage of pupils between 15 and 20 years of age,	13
Percentage of pupils over 20 years of age,	1
Percentage of pupils studying mental arithmetic,	35
Percentage of pupils studying written arithmetic,	30
Percentage of pupils studying grammar,	15
Percentage of pupils studying geography,	39
Percentage of pupils instructed in map-drawing,	21
Percentage of pupils instructed in composition writing,	18
Percentage of pupils studying algebra,	3
Average number of classes in each school,	19
No. of different teachers employed in the superintendency,	133
No. of male teachers,	25
No. of female teachers,	108
No. of teachers holding first grade certificates,	4
No. of teachers holding second grade certificates,	11
No. of teachers holding third grade certificates,	118
No. of teachers without previous experience,	25

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No. of teachers having taught from 1 to 10 terms,	88
No. of teachers having taught from 10 to 20 terms,	14
No. of teachers having taught more than 20 terms,	6
Average experience of teachers in terms,	5
No of teachers employed in the same school during the whole year,	17
No. of teachers under 20 years of age,	38
No. of teachers between 20 and 30 years of age,	70
No. of teachers between 30 and 40 years of age,	11
No. of teachers over 40 years of age,	4
Average age of teachers in years,	24
No. of school houses in the superintendency,	82
No. of school houses good and commodious,	12
No. of school houses comparatively good,	28
No. of poor school houses,	42

I wish I could say that there has been considerable improvement made in school buildings during the past year, but, excepting the erection of two new school houses,—one of these a model one in the town of Beloit, —and the repairing of a few others. there has been nothing done in this respect worth mentioning. The high prices of materials and labor continue to be the greatest hindrance to these improvements, which, for the sake of the comfort and convenience of pupils, it is hoped will soon return to reasonable rates. In a majority of the districts the school house does not compare favorably with the remaining buildings, and in a few it is scarcely an apology for a shelter for brute animals.

The schools, I think, are generally improving, though they are far from what they might be, and will be when their wants are better known and provided for. Some enjoy the services of competent and faithful school district officers, that are careful in the selection of teachers, and provident in supplying facilities for a better instruction of pupils. Such schools are a credit to the county and a blessing to those that enjoy their advantages. I regret to say, on the contrary, that there are a few suffering from neglect. For these a cheap teacher is hired without much regard to his qualifications and former experience, and the least possible provision is made to secure their comfort and advancement. It can not be that those responsible for this carelessness and neglect, attach sufficient importance to the proper education of their children, or have a conscientious regard to their immortal interests.

The pupils generally are quite well classified; much more however might be done in this direction, if some of the smaller districts were disorganized and attached to others, and some of the larger were divided into two or three departments. There is scarcely a town in which this might not be profitably done. Certainly it would be much better for the children to go even two miles to a school properly graded, classified and conducted, than to attend a poorer one nearer home. But the greatest hindrance to a good classification of pupils in their studies, and the most serious evil in the public schools, is irregularity of attendance. By comparing this with the last annual report, it will be seen that there has been less of this during the past year, but still it is an evil of so great a magnitude as to require, I think, some legislative action to remedy it. It would probably be inexpedient to enforce attendance of children upon

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the public school, as is done by some of the less democratic governments of Europe, yet some inducement might be held out to secure this, if the public money was apportioned wholly or partly on the basis of actual attendance. If this was done, parents, who are mainly responsible for this evil, would not only feel a greater interest in sending their children regularly to the district school, but also in maintaining it for a greater number of months.

Of the one-hundred and sixty-three applicants for certificates that have attended the public examinations, one hundred and thirty-four were licensed to teach; three receiving first grade certificates, nine second grade; and the remainder third grade. A larger number might have obtained certificates of a higher grade, but did not consider that such conferred upon them privileges sufficient to compensate them for the additional time and labor required in the examination. As a class, the teachers were faithful to their business and worthy of high commendation for their success. If the school houses, apparatus and other facilities of education compared favorably with the qualifications of the teachers, our schools would rank high in comparison with others in this country. There was no case in which "the teacher was turned out of school," and I know of but two decided failures, and one of these was owing to circumstances over which the teacher had no control. A large majority of the winter schools were taught by female teachers, and these were equally as well governed and instructed as those under the charge of the sterner sex. From the fact that the former make teaching a vocation for a longer period of time, and can profitably be employed in the same school during both terms of the year, I think that preference should be given to engaging their services whenever their qualifications are not inferior.

A. C. WHITFORD,
County Superintendent.

ST. CROIX COUNTY.

The whole number of children and youth in this county over four and under twenty years of age, is 2,857, being an increase of twenty per cent. above the number reported last year. Of this number, 656 have not attended school during any part of the preceding year. To provide for the instruction of these children, there has been expended during the year the sum of $11,022, or about five dollars for each one that has attended school. The average wages paid to female teachers is $26 67; to male teachers $37 77 per month.

Several new districts have been organized, but only one school house has been built during the year. Some remain unfinished, and their present condition affords painful evidence of the poor economy of building school houses piece meal. Of about sixty school houses in the county,

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eighteen only have yards inclosed, and twenty-two only have out-houses in good repair. The attention of district boards has been called to these facts repeatedly, but hitherto without much avail.

Nor is the condition of things inside of a large proportion of our school houses much better. In more than two-thirds of them the seats are too high for the younger children, and in many instances without backs, so that they are compelled to sit unsupported, with feet dangling in the air. In some there is no blackboard, no chair, and in fact, no movable furniture except a stove. In many others the blackboard surface is too meager, the plastered walls need repairing, and panes of glass to be replaced.

Quite too many of our school houses look desolate and dilapidated. There is nothing inside nor outside to invite to personal neatness or decency in conduct.

Happily this is not the case with all.

In several towns commanding sites have been selected for the school houses, which, being built with some regard to architectural propriety, and painted white, afford a pleasant relief to the monotonous landscapes surrounding them. But even such are not all inclosed or in good repair, and only two are supplied with wall maps and globes.

Of the prescribed studies no one is more faithfully taught in most of our schools than mental arithmetic, and no one ought to be held in higher estimation as a disciplinary and practical exercise. At our public examinations more candidates for a license have failed in this branch than in any other of the required branches. It has not been recommended to our teachers to make this or any other branch of study a hobby, but to apply themselves so thoroughly and carefully to numerical anlysis, that they may teach properly this interesting and important study.

Our institute held in Hudson was largely attended and productive of much practical benefit. Still the limited time of four or five days was felt to be insufficient to accomplish what is needed. On this account our next institute was appointed to meet at Richmond on the 3d of October of the present year, to continue throughout the month. The institute is now in session, and is attended by a majority of the teachers in the county. The exercises consist of a review of the branches required to be taught in district schools, with familiar lectures, illustrations and discussions. Institutes conducted in this manner, although poor substitutes for a thorough and protracted course of study, will, it is believed, tend to stimulate and encourage teachers. and afford them an opportunity to refresh their memories, and also to produce uniformity and thoroughness in their methods of teaching.

During the past year, our schools, with four exceptions, have been successfully conducted. Teachers have been zealous and faithful. Their measure of success would have been greater had they received the cordial co-operation of the district officers and the other patrons of the school. Complaints of irregular attendance and official neglect are fully justified by reported facts.

The average attendance amounts to only fifty per cent. of the number registered. The schools have been but seldom visited, and some of the district clerks have persistently refused to furnish even a register. Such

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palpable neglect of official duty subjects teachers to much inconvenience and districts to the liability of loss.

Our district school system seems to require some material modification, or the substitution of some better plan. Such is the opinion of many of our best teachers in this and other States. In many of our school districts it is impossible to find competent men to serve as district officers. Hence the lamentable negligence and looseness in the management of district affairs. Every thing is disjointed and irregular. Districts become disorganized, or fail of being reported; contracts with teachers are neglected; suitable fuel and furniture are not provided; petty broils are engendered, and general uneasiness and dissatisfaction prevails. In districts favored with competent and liberal minded men, matters are in quite a different state, but such are few in comparison with the whole.

The Township District System has been proposed as a remedy for the evils attending our present school district organization. This system is now in successful operation in some of the States; and, that it was earnestly advocated by our late Superintendent of Public Instruction, and by other experienced and prominent educators in our State, is greatly in favor of its efficiency and practicability.

I confess myself, after much reflection, to be in favor of its adoption for trial. The legislative act that would establish it can easily be repealed if the system should be found to be impracticable. If it should prove to be no better than our present system, it might lead to modifications which would be salutary to our educational interests, and relieve society from the plague of personal quarrels with which almost every school district is now infected.

Notwithstanding the extraordinary burden of taxes, appropriations for schools in our county during the past year have been liberal. Teachers' wages, compared with previous years, have been advanced twenty per cent. Such is the appreciation of well qualified teachers by the patrons of the schools, that district officers have felt justified in offering generous compensation to seccure their services. There is, generally, among both the native and foreign population, a growing interest in the schools, and a willingness to bear the burdens necessary to sustain them, and a determination to place within the reach of every child in the county the means for a respectable education.

A. H. WELD,
County Superintendent.

SHEBOYGAN COUNTY.

I have the pleasure of reporting that the condition and progress of the public schools in this county, during the past year, have been quite encouraging to the friends of education. The general interest exhibited in the cause of popular education is steadily increasing, and many heretofore careless and unconcerned are awakening to the knowledge, that upon

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properly sustaining our district schools, depend the welfare and happiness of their children, and the prosperity and perpetuity of our free Republican institutions. Although much, very much, remains to be done before our common schools become what they should be, yet, there has been no time since my recollection, when they were better sustained and better conducted than during the past year. It is true that, in some localities, the summer schools were poorly attended, but the scarcity of help made this a necessity on the part of the parents, and not their fault.

Several new and commodious houses have been built, and many of the old ones repaired and furnished so as to make them more convenient and comfortable. One, a large well built and well ventilated house, was erected at Glenbeulah at a cost of $2,600, which does credit to that neighborhood. The district tax, raised for the purpose, was not enough to complete the building; and the ladies, kindly taking the matter in hand, got up a concert and entertainment, and in this way raised $210 with which to finish it. It is calculated for three departments—one above and two below—and will accommodate 246 pupils. The people of that thriving village now have the satisfaction of knowing that their perseverance and liberality have given them the best school house in Sheboygan county outside of the city. I would recommend that the people in other localities do as Glenbeulah has done, and furnish their children with comfortable and convenient school houses, tastily fitted up, in place of the old worn out log houses built by the early settlers, and in which any respectable farmer would be ashamed to stable his cattle.

But little has been done to provide globes, charts and maps, and the schools are almost entirely destitute of those important aids to both teacher and pupils.

The system of County Superintendency has not been working four years, and succeeds, in spite of the opposition it first met with, beyond the expectations of its friends. That it has done much to promote the cause of education by raising the standard of qualifications of teachers, causing them to better prepare themselves for their high office, furnishing steady employment and paying better wages to successful, *working* live teachers, and weeding out those of a poorer grade, but few will deny, and that few is confined to a class whose good sense and honesty are not equal to their prejudices.

The greatest evil we now suffer, is from the lack of visitation by the patrons. There is a lamentable disregard of duty and carelessness in this respect, and I can find no good excuse for this neglect. While parents are generally willing to provide everything in their power that money can furnish for the good of the schools, and are demanding higher attainments, well directed efforts, and a lively interest on the part of the teacher, they almost universally fail to give that encouragement to the teacher, and awaken that lively interest on the part of the scholar so necessary to his progress and mental improvement, which only their presence in the school room can give. I have urged upon the teachers the necessity of visiting the patrons of their schools to impress this point on their minds, that if they will not frequently visit the school they must not complain if they are not satisfied with their children's improvement.

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And I find in every district where the patrons make it a point to visit their school, consult freely with the teacher, and encourage the scholars by their own interest, that their school gets far in advance of the neighboring districts, which are, in every other respect, equally well sustained. Teachers should bear in mind, that when they have succeeded in getting their patrons interested in their school, half of their work is accomplished, their reputation and good name established, and their success certain.

In relation to the "township district" system I will say, that I have given the subject much thought, and am satisfied it would, if engrafted into our school code, do much to advance the cause of education in Wisconsin. Under our present system we have to manage small districts, some of which cannot afford to keep more than three months' school during the year, and that is generally taught by a second or third rate teacher. This keeps the school backward, and the children under such management can never obtain even a *fair* education. We now have very inefficient and often wholly incompetent school officers, under whose management the schools cannot succeed. I believe the township system is calculated to remedy these evils, by placing all the schools in a town under the control of a competent and efficient town board, elected with a view to their increased responsibility, who would so locate the several branch schools as to accommodate all the children in the town, and select teachers with a view to the wants of a neighborhood. Every part of the town would then be able to keep a teacher during a greater part of the year, and the children of poor parents would then have equal advantage for obtaining an education with those living in a more wealthy neighborhood. In connection with these branch schools, and exercising a supervision over them, would be an advanced school, where all the larger scholars could attend and pursue the higher branches without the expense and inconvenience of leaving home. This school could be so located (in a central position) as to accommodate nearly all the larger children in town. The town board, with the principal of the advanced school, would, by law, be required frequently to visit each of the schools, and provide for the welfare and progress of each; and, receiving compensation, would not neglect their duties, as district boards now do. But we are told that the expense of such a system would be enormous, and the people could not be induced to accept it. Could the plan proposed be carried into effect and each town afforded a good graded school, with branch schools enough to accommodate the people, none could be found to object, but the fear is "that it will be too expensive." Did you ever know a man to count the cost of his tobacco and whiskey? Why then be so penurious when asked to contribute a dollar toward the support of schools? Let us see if the township system will be more expensive. In this town there are ten whole districts, and seven parts of districts, equal to three more, giving us thirteen schools in the township; and during the past year there has been taught, on an average, six months in each district, at the cost of $24 41 per month. In the condition that this town now is, six schools, employing seven teachers, may be so located as to better accommodate the people than the thirteen now do. In this connection we must bear in mind that *now* we are obliged to keep in repai

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and furnish with seats, desks, blackboards, maps and charts, (if any be used) and fuel thirteen school houses; under the township system, six, or, at most, seven; *now* we pay thirteen teachers, then we need pay but seven or eight. Will not the money paid these surplus teachers, and spent in keeping in repair the surplus houses, compensate the town board, with a little to spare, to lengthen out the school term?

It may be said that this is a single case, but it is not. Sheboygan Falls supports 6 schools and five parts, beside a graded school, which employs four teachers; Sherman, 8 and 4 parts; Lima, 9 and 4 parts; and Holland, 12 and 1 part. That incompetent school boards retard the schools no one will deny. Will we not be more likely to secure three competent men in town than three in each district? Will not men work better when paid than equally good men without pay? Would not a town board be less influenced by neighborhood broils than district boards?

In my opinion our present system is not calculated to yield the greatest good. In many of our counties the superintendent *cannot* visit all the schools during each term, and in the smaller counties in which he can pay a flying visit of an hour to each school, how much good is done? Either give us back the old system of town superintendents, with their diversity of standards and lower grade of teachers, or extend to the county superintendent such aid as may be necessary to the full performance of his duties. If parents and school officers will not do their duty in looking after the school, let them pay some one to do that duty for them. Let some of the money now squandered in supporting the surplus schools be expended upon only as many as are necessary to accommodate all, and we need no longer have so many three months' schools taught by cheap teachers in cheaper log huts; but, instead, we would have long terms, taught by good teachers, who would get good pay, teach good schools in good houses, and the children make good progress in the great cause of education.

H. A. FORBES,
County Superintendent.

TREMPEALEAU COUNTY.

In responding this year to your request for a special report, I will arrange my remarks under the following heads: School houses and their appurtenances—Teachers—People—changes required to make our schools more efficient.

School Houses.

Many of the school houses throughout the county are not what they should be. Of the thirty-eight school houses in the county, one is brick, a large substantial building with three commodious school rooms. There are sixteen frame buildings, either plastered or ceiled, arranged with seats

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fronting the teacher's desk and separated by aisles. There are eight other frame buildings partly finished, badly seated, with desks around the room and movable seats. In some of these schools are maintained during the winter, but they are all unfit for winter sessions. There are four board structures, which are unworthy the name of school houses; in one of which, however, school is kept during eight months of the year.

There are seven log school houses; five of these are comfortable for schools, the other two are old and uncomfortable, and all badly arranged and seated.

There are three districts without school houses. Our record respecting school houses, would appear to one unacquainted with the circumstances that surround us, somewhat unfavorable.

For most of the districts I have no excuse to offer. This state of things in many districts, is the result of penuriousness and bickerings about school-house sites; while in other cases, districts, when newly organized, were tempted to provide such miserable tenements for school purposes, and they still continue to adhere to them, because they do not see the necessity of any better provision for meeting the intellectual wants of their children. I am glad that I can report that in four or five of these districts, this state of things will be remedied during the coming year. But two districts can boast of a well fenced site. Many districts are without out-buildings, and others are in a miserable condition. Four only are furnished with outline maps; and only one furnished with charts representing the elementary sounds—a set of which should be in every school room.

Blackboards are wanting in a large number.

These deficiencies betoken a want of the proper consideration and just appreciation of what is needed to meet the educational demands of the present time. A few years, I trust, will correct this state of things and supply these deficiencies.

Teachers.

The majority of teachers now in the county are young and inexperienced. They are endeavoring, however, to qualify themselves for the work in which they are engaged, by attending the best schools within their immodiate reach.

But our schools fail to give that instruction in many important particulars which they need. The principles of orthography are almost universally neglected. There is not that attention paid to reading that its importance demands. As a general rule, as the teacher is taught, so he teaches. The practical part—the learning how to impart instruction, receives very little attention. These faults I have aimed, in a measure, to correct in my examinations and in my personal inspection of schools.

People.

The people of the county are not so much alive upon the subject of common school education, as its importance requires.

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They do not feel the claims of a higher degree of enlightenment which the present has upon them, and the immediate future will have upon their children. This is plainly evidenced by their school houses in many districts, by the lack of school fixtures, by their neglect in many instances to supply their children with proper books, and by their general neglect of schools. Still the people feel the necessity of schools, and cheerfully vote money for their support; but that hearty, every-day interest, which gives life and energy to all school operations, and moves the springs of action, is nowhere generally manifested. The more material wants of our common nature seem to absorb their time, thoughts and efforts.

The Changes that are needed to make our School System more Efficient.

There is nothing more notorious to every observant mind than this one palpable fact, that our schools are not accomplishing for us all that they might with the present outlay of money. Now where shall we find the fault? Does it lie in the inefficiency of our present school organization? Or would this same state of things exist with a change of organization? I will indicate what I consider to be the reasons why our schools fail to accomplish for the people all that they might. In the first place, it arises from the want of thorough preparation on the part of teachers. In the second place from the constant change of teachers. In the third place, from the irregularity of attendance of children at school. In the fourth place, from the looseness of our school organization. How are we to have teachers better qualified? To secure this, the state contemplates the establishment of two normal schools—a right movement in the right direction, But it is not probable that the twentieth part of the six or seven thousand teachers of the state will ever be able to avail themselves of the advantages of such schools.

To prepare the remainder better for the work of teaching, provision should be made for holding yearly, in each county, an institute of at least one month, and it should be made obligatory upon teachers to attend them. This, with the present home facilities for schools, would, in a great degree, do the work.

The frequent change of teachers would, in a measure, be prevented by their better preparation and more devotion to their work. But this, together with the irregularity of school attendance, is the result of the people's fickleness, and of the inefficiency of our present district organization. Without going into a long argument, I will briefly state some reasons why a change from the present district to a town organization of schools would be advisable.

In the first place it will give us a better class of school officers; officers that will more faithfully discharge their duties, because they will be paid. In the second place a partial gradation of all our schools will be effected, a change that is very much needed. In the third place, a change in the time of our school terms would be brought about, which, for primary scholars, would prevent very much of the present irregularity of attendance among them.

D. W. GILFILLAN,
County Superintendent.

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VERNON COUNTY.

From this county we can report no decided improvement in the matter of school houses. Since the triumph of the Government I hear more of enlarging and fencing school house sites, of making old houses as comfortable as possible, and building new ones as soon as circumstances will permit. Hillsborough will build a house next summer adapted to the purposes of a graded school, and we have reason to hope that the coming year will not be suffered to pass without marked improvement in the condition of school houses in our county. We have held nine public examinations in the twenty-one towns of this county. The classes have been less in number and better in quality than heretofore. Care has been exercised to encourage the deserving and to prevent districts from being imposed upon by the indolent, shallow, vain pretender. The intention is to impress the public mind with the idea that it is an honor to be a school teacher. Patrons are more interested, more care is taken to obtain a good teacher, and to sustain him by encouraging words and visitation of the school. The idea is beginning to prevail that a district board has positive duties to perform beyond the hiring of a teacher. There is ground for encouragement concerning the mental and moral development of such children as attend school. The physical well-being of the child is disregarded to an alarming extent, and a reformation in this can only be effected by reseating and rebuilding our school houses; and the fact that vitiated air is not adapted to the wants of the human system, judging by observation, is not understood; and, as our fathers paid little attention to ventilation, and some of them lived to a good old age, the subject is overlooked. The darkest feature of our schools is non-attendance and irregular attendance. I see in the children at home and in the street, the future transgressors of the law. I shudder at the prospective crime to be committed by that class of children when they shall have attained to manhood. I am convinced, (although opposed to the spirit of our institutions,) that a stringent, compulsory law alone can affect a radical cure. When a parent will turn his back upon the privileges of a common school education, tendered his child by the generosity of the State, and by refusal or neglect, rob his offspring of this priceless treasure, it is a case of hopeless depravity, and law should interpose to prevent the unnatural crime. This section of country will favor the Township System. We think the missing link should join the two parts of the broken chain. The people of this county favor the County System, as it produces more uniformity; but the inability of the Superintendent to visit the schools properly, creates the necessity of town officers to act under the County Superintendent. Hoping and trusting we are determined to press onward and upward in the best cause that ever engaged the attention of mankind, I remain

HARTWELL ALLEN,
County Superintendent.

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WALWORTH COUNTY.

I herewith transmit you a supplementary report of the condition of educational matters in this county.

The year just closed has, I think, been marked by some improvement. The people generally are manifesting an increase of interest in providing better school accommodations and a better class of teachers. The county as a whole have raised at the last annual meetings more money to carry on their schools for the coming year, than they have previously done. Many districts have thoroughly refitted their school houses. Some are about erecting new ones. Delevan is at the present engaged in enlarging its school house. Geneva is to build a new one the coming spring, at the estimated cost of $10,000.; and the people of Elkhorn are talking of replacing their present structure by one more befitting the place, and suitable to its necessities.

There are nine graded schools in the county. A rigid system of examination has been instituted upon an elevated standard of requirements, the result of which has been to give us a better class of teachers; to induce some to seek a more thorough preparation; and others to engage in business better suited to their capacity. A few, complaining of injustice, but not possessed of the moral courage to right that injustice in a legitimate manner, have, through the influence of friends who are district officers, given additional evidence of their lack of qualifications for the position of teacher, by consenting to teach without a certificate. It is a matter of regret that more care is not taken in selecting officers for the charge of our schools. Only to those who have a direct interest for the best good of the young, should be given positions of such responsibility. Our best teachers have given a hearty support to all measures calculated to raise the standard of qualifications; and in return for their interest and efforts, they are reaping a substantial reward in a renewed confidence on the part of the public, and a corresponding increase of salary. They have learned the fact that a heart-felt interest in their vocation, and honest toil to render themselves fit for the discharge of its responsible duties, will be properly appreciated and remunerated. This cannot fail of having a beneficial influence on our schools.

In some parts of the county there is considerable opposition to our present system, arising from an ignorance of it. But this is fast being overcome and time will do away with it entirely.

Comparatively, the attendance at our schools has been good, still there is much chance for improvement. Irregularity of attendance and its resultant tardiness constitute one of the most alarming evils with which the educator is called to deal—and one which, if not a desire for the welfare of their children, a common sense spirit of selfishness ought to prompt parents to remedy. Happy, indeed, would it be, if all the loss could be confined to the absentee alone, but like a blow or pressure on a mass of liquid, which is communicated to every particle, not an individual in the little community escapes the baleful influence. Why the whole body of tax payers are willing to see from 30 to 40 per cent. of their money worse than uselessly expended, I cannot understand. Our teachers do all they

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can, but they are comparatively powerless in regard to it. I think the matter calls for legislative action. It is much cheaper to prevent than to punish crime.

The school registers and teachers' reports to me do not show that visitation by patrons that bespeaks the active interest on their part, that the success of the school demands. How far teachers are responsible for this I do not know, but my records show that the best teachers have reported the most visitors. The discipline of our schools has been good, and is constantly improving. The instruction, in most cases, thorough. Many good scholars fail in ability to impart. From this fact some are disposed to argue, that poor scholars are good teachers, but my experience has taught me, that a good education is the foundation of a successful instructor. Though, generally, our schools have been all that the circumstances would warrant us in expecting, I cannot refrain from making special commendation of the schools in the following country districts: Nos. 3, Geneva; 4, Linn; 10 and 12, Spring Prairie; 9, Walworth; 5 and 7, Darien; 3, La Grange, and 15, Sharon.

Teachers have been required to transmit monthly reports to this office, the effect of which is good on the schools, and furnishes information as to their condition.

There are two or three local associations of teachers holding their meetings semi-monthly. One institute has been held with a good attendance. The time was mainly spent in exercises upon the topics of reading and primary instruction, as I deemed these more necessary to the teachers and schools at that time. It seems that some provision ought to be made by law, allowing teachers to attend upon regular institutes, which we are required to hold yearly, without being obliged to lose the time from their school term. This would be an inducement for many to attend who now do not, and the effect would be beneficial to our schools, as it is for them institutes are held. The time required for a school to be taught by a qualified teacher, in order to draw public money, ought to be lengthened to at least six months, this would do away with some evils that now exist.

In regard to the Township System, I think it not only practicable but desirable, and a necessary complement to our present system. I hope the coming legislature will adopt it.

The adoption of the proposed normal school plan is meeting with general favor. Geneva has bid for one of the schools, and the people hope, that the superior facilities offered may induce the board to locate one at that point. Normal instruction is a need that has long been felt in our state, and when once our normal schools shall be established, through the influence of the better educated class of teachers sent out from them, we may expect a new impetus will be given to our educational interests throughout the state. There is need of great care that our normal schools may be rendered efficient and produce results equal to our fondest anticipations. Finally, may our schools be jealously protected, furnishing, as they do, that intelligent spirit of freedom and justice that is the real safeguard of a republican government, for which no substitute can be found.

O. R. SMITH,
County Superintendent.

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WASHINGTON COUNTY.

I submit the following report, covering, I hope, the points upon which you solicit information:

The whole number of schools in operation during the winter of 1864–5 was one hundred and thirty-five, of which number one hundred and fifteen were visited by the undersigned, with the view to ascertain the condition and wants of each school, to advise the teachers, to encourage the pupils, and arouse the officers of the schools to a more lively interest in their respective duties. The number of summer schools is not certainly known by the undersigned, as the clerks of the districts neglected to report.

I examined during the past year 126 teachers in the third grade and seven in the second grade, and can state, with great satisfaction, that the majority of them have made good improvement in theoretical as well as practical teaching, and that their average standing is 7 to 8 in the different branches. Many school houses, although not rebuilt as was necessary, have been so repaired that they are now more comfortable at least to the pupils and teachers than they were before. Many districts do yet neglect to have blackboards in their schools, but I think they very soon would have such if every teacher would refuse to teach in a school having no blackboard.

The teachers' wages have increased a little, as the majority of the districts have experience enough to perceive that it is to their own advantage to pay good wages to their teachers and to hold longer winter terms; and many of the school districts have followed my advice to engage, if possible, the same teachers, if they found them active and practical laborers in our noble work of education. Teachers that are employed the first time in a district always will have to spend a considerable time to become acquainted with the abilities and habits of their pupils, and sometimes with the special views, etc., of their parents.

With regard to what is called the township system, I can express not only my individual opinion, but also the opinion of many patrons of schools and school officers. We do not consider, at the present time, that it would be adapted to the wants and necessities of our schools, but we think if a law were passed in that respect, it should be left to each town to introduce that system or not. Especially the point, that the school houses should be built from the town school tax, would be a source of much quarrelling and hard feelings, as so many districts have in past years entirely neglected to do their duties, while other districts have spent a considerable sum of money to have good school houses; and these districts think it unjust to pay now for those who never raised one cent for their own benefit.

In regard to that point of the law allowing private examinations, I would respectfully recommend an alteration, in so far as the present law is so favorable for those who like to "shirk" the public examinations. Sickness only, proved by affidavit, (for I believe and perhaps can prove that even some teachers do not always speak the truth), should be a *good* cause to ask for a private examination. Even limited certificates will not

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help them, they prove more or less inefficient, and our legislature should make that section in the school law stricter.

FRED. REGENFUSS,
County Superintendent.

WAUPACA COUNTY.

I have the honor to submit the following special report:

1.—*School Houses.*

Though we have still a large number of very uncomfortable school houses, many of the districts are making important improvements in their buildings. Some are erecting new ones, and others repairing and enlarging the old ones. Many are still without outline mads, though several have been supplied within the last few months. In Waupaca the initiatory steps have already been taken for building a school house with ample accommodations. It is expected to be completed in another year, when the four departments, which now occupy each a separate building, will be taught under one roof, and the present difficulty of properly grading the schools will be obviated. In New London a similar improvement is contemplated. Many of the rural districts have this fall voted a tax to build commodious school houses, and some have already commenced building. During the late war many of our citizens manifested comparatively little interest in education; now that the government is saved, although the expenses incurred have made taxes very heavy, few indeed are opposed to the necessary improvements.

2.—*Graded Schools.*

There are four graded schools in this county; one of four departments in Waupaca; one of four in New London; one of two in Iola, and one of two in Weyauwega. Within a short time we shall no doubt have many more. By a union of districts several more graded schools might with little inconvenience and much advantage be maintained.

3.—*Teachers.*

Many of our teachers have attended a normal school, and are filling their positions with credit to themselves and profit to their scholars. We have less of "changing teachers" than is usually complained of, and a larger number who make teaching a profession. A County Teachers' Association, and several town associations, have been successfully maintained for several years. A majority of our teachers avail themselves of every opportunity for improvement.

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4.—*Pupils.*

Many of the districts being large and thinly inhabited, and roads for the greater part of the year very bad, the average attendance seems small to one unacquainted with these inconveniences. Teachers have, to a certain extent, adopted the object method, and by it awakened interest in their pupils. To this I attribute, in a great measure, the fair attendance. Where the teachers are earnest and wide awake in their profession, the pupils are attentive to their studies and regular in attendance.

5.—*Patrons.*

Pnpils and teachers need encouragement. This encouragement must come from the patrons. Here is our greatest deficiency. Parents very seldom visit school. In many districts no visits are made except by the superintendent and district board. To induce parents to visit schools as well as to give the pupils a stimulus, the County Teachers' Association has instituted a public annual examination, to which each school is entitled to representatives. The system was first introduced under Mr. Wernli's direction, and is found to have a very good effect. A course of study is recommended, it being understood that the pupils will be examined in each branch named, and that competitors in the different classes shall be under certain ages· This system is doing much towards establishing a uniform course of study throughout the county, and in having the studies pursued in their proper order.

6.—*Township System.*

Much has been said for and against the Township System in this county. The proposed scheme is favorably received in all the populous towns, but in the thinly settled towns it is opposed by many, for the reason that they fail to see that it would benefit them at present. I believe that a township system of schools, is just what we need, and that without it our system will never be complete. Waupaca county is ready to give it a hearty support.

JNO. K. McGREGOR,
County Superintendent.

WOOD COUNTY.

In compliance with your request, I submit for your consideration the following in reference to our schools. It has been my pleasure to visit all the schools in the County once, and all but one twice, and several four and five times during the year, and in doing so I have observed a growing interest among the people generally of this County with reference to their schools. They seem to feel the necessity of them. They desire to secure

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the services of competent and efficient teachers, and have kept their children well supplied with books, with a few dishonorable exceptions. There is a marked improvement in the average qualifications of the teachers of this County as compared with any previous year. At the last examination a more thorough list of questions was presented and the standard was raised to 80, 90 and 100 per cent., and yet the per cent. of failures was far less than on former occasions.

The teachers employed in our schools, with few exceptions, are earnest in their labors and well qualified for the duties of their vocations; and it it is here that progress is most promising, as highly qualified, practical teachers will necessarily exert a healthful and permanent influence in the various districts which become the scenes of their labor. Through active, energetic, and high toned teachers, the parents will be reached, in time, and a permanent interest in the schools established. Prominent among the means used to accomplish this desirable end is the "Normal Institute" held in this County twice during the year, the last of which continued some six weeks, which was connected with the Union School of this place, under the able and successful management of J. H. Jackson. These gatherings of the friends of education have afforded a useful stimulus to all engaged in the work, quickening their zeal, arousing a spirit of emulation among them, awakening a proper sense of the importance and responsibilities of their office and of the relations they bear to society. I cannot speak too highly of the importance of holding lengthy Normal Institutes in every County, and hence the necessity of the law being so changed as to empower and authorize every County to make appropriations each for itself, to maintain and support them. By this method the backwoods Counties which receive no direct benefit from the Normal School Fund as it has been heretofore expended are sure to have a system of instruction adapted to the wants and conditions of those who are not pecuniarily able to leave their own County to receive this needful instruction. We have tried the plan, sought and obtained the appropriation from the County Board to sustain us, and I most cheerfully recommend other small counties to try the same plan and thus reap the most desirable results.

In reference to the *Township* District System, I must confess that there are some features in it that would be quite desirable and might be made practicable in a city but not in a county as newly settled as this, and I very much question its feasibility in any of the country towns. As a theory it seems plausible, but when the attempt is made to reduce it to practice in a town like some of ours, for instance, which are forty miles or more in length, the boundary lines of which are subject to changes by the county board at every sitting, not so much with reference to meeting our educational interests as in securing private and local interests. Again it so happens that some of our most flourishing villages are situated at or near the boundary lines, which will make it decidedly inconvenient in carrying into effect the proposed system. In our newer counties there are sparsely settled neighborhoods where but few children reside within convenient distance of any given point, and yet by their industry and perseverance they maintain a school the most of the year, still the system of grading the schools in those towns could not be made any more available to

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them under the new than under the old or present system, and it certainly cannot be made available at all under the present system. It is true that the system of grading schools whenever the population is sufficient to admit of the division of the school into departments is not only practicable but absolutely necessary, and it is being done in most every county in the state, but it does not follow that because it is practicable in our cities and villages it is therefore practicable and demanded in our sparsely settled towns; the contrary is the case. Again I cannot understand how the proposed system can be carried into effect successfully without incurring a larger expense than under the present system. Under the present system all the work of a district, such as hiring teachers, seeing that the school rooms are in order, providing fuel, arranging bills and accounts, visiting the schools; all these and many more are performed gratuitously by local school officers; there is a sort of pride and interest which one feels in home and in the schools where his own children are to be educated that well pays him for his trouble. If I understand the proposed *Town* District System correctly a township school board is to be created and the clerk of this board must perform the work which now devolves upon the several district clerks of the towns. Who does not know that this work will not be performed unless the offices are made quite remunerative, and I doubt even then whether it will be any more successfully accomplished than now.

The district system is adapted to the various wants of the people from the highest to the lowest, as well to the thinly settled neighborhood where, owing to the fewness of the inhabitants, a small mixed school is maintained with a struggle, as to the village where a graded school is easily kept in operation. It can hardly be worth while to undertake a revolution in our educational system so entire, a change so radical as that proposed in the "township system," without a tolerable certainty that important benefits are to flow from it.

No system of instruction will be successful unless the proper officers make it so, and if the right kind of energy is put forth by the leading educators of the state to so change the law as to allow any county to make the appropriations necessary to maintain a Normal Institute a reasonable length of time, and place in the hands of every teacher in the state the *Journal of Education*, and by every possible effort make the present system what it was designed and will be if rightly managed, we shall all have occasion to rejoice at the grand results emanating therefrom.

G. F. WITTER,
County Superintendent.

[NOTE.—No Special Reports were made by the Superintendents of Adams, Ashland, Calumet, Chippewa, 2nd district of Dane, 1st district of Dodge, 2nd district of Dodge, Douglas, Green, Green Lake, Jackson, LaCrosse, LaFayette, LaPointe Marathon, 2nd district of Milwaukee, Oconto Outagamie, Racine, Richland, 1st district of Rock, Sauk, Shawano, Waukesha, Waushara and Winnebago.]

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REPORTS OF CITY SUPERINTENDENTS.

[About the first of November, a circular was addressed to City Superintendents requesting them to furnish reports in regard to the organization, history, progress and condition of the schools under their charge, in response to which, the following have been received:]

CITY OF APPLETON.

Yours of the 6th inst. is received, and herewith I transmit, so far as I am able, the report you request me to furnish.

During the year ending Aug. 31st, 1865, no school house has been built, but more or less repairs have been made, so that we now have buildings comfortable for school purposes.

We have but one properly graded school, two others have each two departments, and one other one department. Graded schools might, with profit, be established in three districts, and it is hoped, will be at no distant day.

During the year there were employed, without change, eight teachers, one male and seven females, five of whom had previously taught in the same schools, and are professional teachers,

For reasons, which will appear below, I am unable to give a definite report of the number of registered names, average attendance, etc., but in my estimate shall place the registered number in attendance at 550, with an average punctual attendance of between 70 and 80 per cent. varying in different localities, and with the season of the year.

Hitherto much interest has been manifested in the welfare of our public schools, and no pains have been spared to make them attractive and efficient; but there has been a lack of system, and hence a failure to attain to a high standard of school.

When I was appointed to the office of Superintendent, I at once set about systematizing our schools, and, with the aid of a few friends of education, have succeeded in obtaining a legislative enactment instituting a school system for the city, which, though manifestly imperfect, proves to be efficient in securing a better attendance upon school duties by both teachers and scholars; in reducing to a uniform calendar the terms and vacations for all the schools; in adopting uniform text books throughout the city, and in insuring a system of reports that will hereafter obviate the necessity of guess-work in making out annual school reports.

J. F. FULLER,
Superintendent of Public Schools.

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CITY OF FOND DU LAC.

Three new buildings for the primary grade, accommodating seventy pupils each, are now near completion, at an average cost of about $900. The building erected for the High School and the Grammar Department, has been occupied since last January. It is fine and commodious—costing about $18,000. Our schools are all, with the exception of one in the suburbs, thoroughly graded, as follows:

First Primary Department with a course of two years.
Second Primary Department with a course of one year.
Third Primary Department with a course of two years.
Intermediate Department with a course of two years.
Grammar Department, with a course of two years.
High School, with a course of four years.

All pupils in the same year are included in the same class, and pursue the same studies at the same time. The first grade is taught in nine different schools; the second in seven, the third in four, the fourth in three, the fifth in one and the sixth in one.

In the high school there has been 171 different pupils enrolled during the year. In the grammar department 193, in the intermediate 495, in the primary departments 2,179. In the high school the rate per cent. of attendance is 97.7, grammar department 95.3, intermediate department 90.3, primary department 88.4. Total average 92.9.

The following table explains itself:

No. of Teachers.	Av. age.	Av. years ex.	Salary.
1	20	6	$1,250
2	25.5	4	400
1	22	5	350
1	24	10	325
3	27.3	7	300
3	24.6	6.3	375
15	21.8	3.2	250
3	17.6	.25	225

Thirteen of the teachers are recently engaged.

The schools are well attended, and the teachers earnest and faithful. Our practice of informing the parents of the pupils' standing, by monthly reports, is the most efficient means employed in disciplining and stimulating the pupils. Enclosed you will find a blank form of our monthly reports. Our schools suffer greatly in consequence of the frequent change of teachers. The salaries paid, in most cases, are not enough to secure and retain teachers of any experience. None but young teachers will accept the positions, and they only until they have secured a *degree* of experience, and a knowledge of our methods of instruction, when they can obtain higher wages elsewhere. As soon as a teacher becomes acquainted with her duties and with our system, and if efficient, she is allowed to leave, and her school has not only to be *inflicted with a change*, which with teachers of equal experience is always injurious, but must again endure the perplexities and failures incident to the growing experience of another novice.

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Though a great majority of our citizens give the schools their cordial support, in voting appropriations, and in matters of government, but very few visit them. Probably not five out of a hundred of those parents, who have children in the public schools have, save occasionally at the close of a term, visited them in the school room.

O. C. STEENBERG,
Acting City Superintendent.

The following is the form of monthly report used in this city:

MONHLY REPORT

Of.....

.....Term, 186

.....Class.

.....Teacher.

STUDIES.	Rank 1st Month.	Rank 2d Month.	Rank 3d Month.	Rank 4th Month.	Rank For Term.
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
Reading, Spelling, etc.,	.....	.....	.....	.....	.....
Rhetorical Exercises,	.....	.....	.....	.....	.....
Rank in Scholarship,	.....	.....	.....	.....	.....
Rank in Deportment,	.....	.....	.....	.....	.....
Rank in Attendance,	.....	.....	.....	.....	.....
Total Rank,	.....	.....	.....	.....	.....

SIGNATURE OF PARENT OR GUARDIAN.

1st Month,.....

2d Month,.....

3d Month,.....

4th Month,.....

N. B.—To Parent or Guardian: You are respectfully urged to visit your children or wards in their schools during the present month.

.....Principal.

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EXPLANATIONS AND REMARKS.

Scholarship, *Attendance* and *Deportment* are graded from 100 to 0.

In Scholarship, the number 100 is considered *perfect;* 90, *excellent;* 80, *good;* 70, *respectable;* 60, *poor;* 50, *very poor;* 40, in Text Book Average, *below* the standard required.

The *Rank in Scholarship* is obtained from the average of the daily recitations.

The *Rank in Attendance* is found by deducting from 100, 3 for each tardiness, or dismissal, and 6 for each half day's absence not excused by reason of the *sickness* of the scholar, or *sickness* in the family of which the scholar is a member. Four half days absence in one term, not so excused, vacates the seat of the absentee, who can e restored only by the Board of Education.

All Absences, whether caused by sickness or otherwise, must be satisfactorily excused, or they will be followed by *demerits;* and all excuses or requests for dismission from school, must be in writing, signed by the Parent or Guardian.

The *Rank in Deportment* is found by deducting from 100, 1 for the first *demerit* received during the month, 2 for the second, 3 for the third, etc. Thirty *demerits* received during one term, vacates the seat of the offender.

Rhetorical Exercises are required from all members of the School. Failure in performing the exercises *punctually*, at the time appointed, deducts 50 from the credit otherwise received, and an entire failure, unexcused, subjects the offender to 10 demerits.

The average of the Ranks in Scholarship, Attendance and Deportment, indicates the scholar's *Rank in School.*

.....Principal.

CITY OF GREEN BAY.

In the city of Green Bay we have one High School, one Intermediate and two Primary Schools. We employ one male teacher at an annual salary of $1,100, and five female teachers at salaries ranging from $300 to $450 per annum.

There are 1,106 children over four and under twenty years of age in the city. Of this number only 217 have regularly attended the Public Schools, leaving 889 unaccounted for. In my efforts to ascertain the whereabouts of this large number of children, who are entitled to, but are not receiving the benefit of our Public Schools, I visited the several private schools in the city, and obtained the following information:

During the past year there have been in attendance at the

Catholic Schools,	200
Episcopal Parish,	75
Lutheran,	60
Moravian,	15
All others,	30
Total,	380

Add to this number, 217 attending the Public Schools, and we have a total of 597 children in all the schools, leaving 509 "out in the wet." The above is, I believe, a fair and truthful exhibit of the condition of the schools in this city. The causes that have led to this condition, and the

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remedies to be applied, are matters under consideration at the present time. It is but just to state here, that we have not been wanting in competent and experienced teachers. The fault lies with the people. They lack the unity of feeling and effort so essential to the growth and prosperity of our public schools.

E. HICKS,
County Superintendent.

CITY OF JANESVILLE.

I have the honor most respectfully to transmit to you this report, in accordance with your request of Nov. 6, 1865.

Our school buildings remain the same, and our schools are conducted in the same manner as they have been for several years past. For want of funds, we are obliged to employ female teachers in all the schools except the high school, where we have one male teacher. We have an excellent class of teachers, and I regret to say, better than we deserve, for the salary we are able to pay them. We hope, after war debts and other liabilities of our city are paid, that our charter will be so amended that we can raise more than $6,500 for school purposes by city tax, and then increase the wages of our teachers.

I herewith send you our course of study. If there are any other items of information in regard to our schools, teachers or school system, not herein found, which you may desire, please demand them, and I will cheerfully forward them to you.

The following is the course of studies pursued in the public schools in Janesville, Wis., revised September 1, 1865, by Prof. C. A. Hutchins, principal of Janesville high school, and Amos S. Jones, clerk of board of education:

PRIMARY DEPARTMENT.

First Year.

First Term—Wilson's Charts, Spelling, Primer, Object Lessons, Physical Exercises, Drawing and Printing on Slates.

Second Term—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

Third Term—First Reader, Spelling Charts, Object Lessons, Physical Exercises, Printing and Drawing on Slates.

Second Year.

First Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

Second Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

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Third Term—Second Reader, Mental Arithmetic, Primary Geography, Map Drawing, Spelling, Object Lessons, Physical Exercises.

INTERMEDIATE DEPARTMENT.

First Year.

First Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Second Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Third Term—Third Reader, Practical Arithmetic, Intermediate Geography, Mental Arithmetic, Map Drawing, Spelling Oral and Written, Writing.

Second Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Intermediate, Geography, Map Drawing, Spelling Written and Oral, Composition and Declamation.

GRAMMAR SCHOOL NO. 2.

First Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Third Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Year.

First Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Second Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

Third Term—Fourth Reader, Practical Arithmetic, Mental Arithmetic, Geography, Map Drawing, Spelling and Defining Oral and Written, Composition and Declamation.

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GRAMMAR SCHOOL, NO. 1.

First Year.

First Term—National Arithmetic, Higher Reader, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Second Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Third Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Writing, Spelling and Defining Oral and Written, Compositions and Declamations.

Second Year.

First Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

Second Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

Third Term.—National Reader, Higher Arithmetic, Mental Arithmetic, Grammar, Science of Common Things, Spelling and Defining, Compositions and Declamations.

HIGH SCHOOLS

First Year.

First Term.—Algebra, United States History, Rhetoric.
Second Term.—Algebra, United States History, Rhetoric.
Third Term.—Algebra, Physiology, Botany.

Second Year.

First Term.—Algebra, Physiology, Geometry.
Second Term.—Geometry, Physical Geography, Constitution.
Third Term.—Geometry, Physical Geography, Constitution.

Third Year.

First Term.—Latin, German or French, Philosophy, Logic.
Second Term.—Latin, German or French, Philosophy, Logic.
Third Term—Latin, German or French, Philosophy, Chemistry.

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Fourth Year.

First Term.—Latin, Chemistry, Mental Philosophy.
Second Term.—Latin, Moral Philosophy, Mental Philosophy.
Third Term.—Latin, Moral Philosophy, Astronomy.

Students will be required to finish the course of study in each Department before advancing to one higher.

AMOS S. JONES,
Clerk Board of Educaation.

CITY OF KENOSHA.

In compliance with your circular, I send you a brief summary of school matters.

The different departments of the public schools in this city are not divided by ward lines, but are all essentially one school. Besides the High School Department, there are two Grammar, three Intermediate, five Primary, and one Sub-Primary. The last named is largely composed of children learning the alphabet.

The Principal of the High School receives a salary of $1,200 per year, of forty weeks. There are two female assistants in the High School; one has a salary of $500, and one of $450 per year. The Principal of Grammar School No. 1 has a salary of $450, and Grammar School No. 2 $550 per year. For the accommodation of the various departments there are three school edifices, which are finished with most of the essential modern improvements. The High School Room, besides its general conveniences, is adorned with nearly forty ornaments, such as pictures, busts and statues. It has also a good organ.

Kenosha Public School claims to be the first *free* school established in the State. Whether this claim is well founded or not, it is no vain boasting to say, that Kenosha High School, since its establishment, has at different periods been under the management of teachers who have a wide reputation in their profession. The tenor of the school, however, has not always been even; in this respect its history is not unlike most other schools of like grade in the State; it has had its years of prosperity and its years of depression. The school year preceding June 30th, 1865, was not a successful one. The war had greatly depleted the ranks of the larger scholars, by enlistments in the Union army; consequently the number pursuing the higher branches of study was considerably below that in former years. At the close of the school year there were only six graduates from the High School. Whether the standard of attainment required of graduates during the first two years has been as high as it should have been is perhaps questionable. The Board of Education of this city has recently revised the course of studies to be pursued in the High School, with the view of raising the standard, so as to make it compare favorably with the best organized schools of the kind in the West. On this point I desire to offer a suggestion.

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The name *graduate* in these days, expresses but a vague idea of scholarly attainment. We hear of classes graduating in every part of the State, not only in Public High Schools, but in Academies and Seminaries; but how much was required of them, to achieve this supposed distinction, is quite indefinite. Is there no cause for apprehension that this business of graduating is too loosely conducted, and is there not need of a remedy? Legislative enactments perhaps cannot well interfere in the matter, but can there not be some uniform standard adopted, which shall be attained by those who aspire to the distinction of graduates? Perhaps it might be well for the State Superintendent to prescribe a course of study to be pursued by graduating classes in Public Schools, the examinations to be conducted by himself, or such competent persons as he might designate? If any school should refuse or neglect to adopt the standard recommended by the State Superintendent, then the diploma awarded in such case to a graduate would be regarded as a mere local affair. The distinction between such local graduate and a graduate under general or State regulation would be likely to so bear upon public sentiment as to discourage, if not bring into entire disrepute, the practice of graduating classes outside of the prescribed standard. It may be the alleged evil of which I speak lies in some other direction than I have suggested. Be that as it may, the course of things indicates that unless some plan can be devised to correct the lowering of educational standards, the name *graduate* will soon be without definite meaning, and will come to be regarded as of little consequence.

I have the satisfaction to report that the present term of our Public School, commencing September 11th, 1865, exhibits encouraging aspects. The different departments are better attended than for some years past, and the teachers generally evince earnestness and efficiency.

M. FRANK,
City Superintendent.

CITY OF MADISON.

In compliance with your request, I have the honor to submit the following report of the Public Schools of the city of Madison.

The enclosed statistical table has been compiled from teachers' weekly reports, and considerable pains have been taken to make it correct.

From the last school census it appears that there are upwards of 3,000 children of school age in this city. Only about two-fifths of this number have attended the public schools *any time* during the year, and the *average membership* has been only one-half the "whole number enrolled," or one-fifth the whole number of children of school age. The *average attendance* has been but little more than one-sixth of this number.

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STATISTICS OF MADISON CITY SCHOOLS FOR YEAR ENDING JUNE 30 1865.

Names Of Schools	Weeks.	Whole No. enrolled since Sept. 1, 1864. Boys.	Girls.	Total.	Now members of School.	Withdrawn during week.	Average daily attendance.	Per cent. of attendance.	Total Tardiness.	Total half day Absence.	Total number of Visits.	Average membership.	Whole No. days Attendance.
High School,	40	63	66	129	49	88	55.4	94	697	1,366	314	59 27-40	10,690 5
First Ward—Grammar,	40	87	84	171	76	100	75.5	94.2	973	787	149	82 9-20	14,579 5
Intermediate,	40	70	59	129	50	65	47.8	91.3	464	1,750	128	52 29-40	9,217
Primary,	40	138	83	221	100	158	91.8	87.8	756	2,467	86	105 21-40	17,718
Second Ward—Grammar,	40	44	47	91	43	43	37.6	94.2	298	861	227	41 7-20	7,268 5
Intermediate,	40	45	50	95	46	37	48.9	92.2	682	1,601	176	53 7-20	9,446 5
Primary,	39	88	66	154	72	99	71	96.2	430	530	108	75 20-39	13,412
Third Ward—Grammar,	40	39	40	79	34	57	34.5	92.8	333	1,027	205	37 7- 8	6,665
Intermediate,	40	49	34	83	38	70	36	92.6	404	1,092	152	38 27-40	6,874
Primary,	40	63	96	159	81	122	66.4	89.2	735	1,524	126	75 9-40	12,692
Northeast District,	30	42	36	78	33	65	30	84.8	356	1,592	36	37 2- 5	2,655
Total of all Schools, by Terms.													
Fall,	16	466	455	921	581	422	595.5	92	3,067	6,108	611	635 5	43,616
Winter,	12	589	543	1,132	619	224	612.1	92.3	1,692	4,650	477	671 5	34,737
Summer,	12	728	661	1,389	617	235	619.6	92	1,269	4,869	619	679 1	34,665
Total of all Schools.													
For year ending July 1, 1864,	41	609	635	1,244	610	991	558.6	92.2	4,960	13,345	2,061	.....	104,603
For year ending June 30, 1865,	40	728	661	1,389	617	881	588.6	92.1	6,028	15,627	1,707	659 75	113,018

The whole number enrolled in the total of all schools does not inclued double and triple enrollments. Of the former there have been 316; of the latter, 7; occasioned chiefly by parents changing residence.

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By a rule of the Board of Education no child whose age is less than five years is admitted to the primary public schools. From the enclosed tables it appears that there are 534 pupils enrolled in the primary schools and their average membership has been 257. These are all half day pupils, that is, they are divided into two classes, one of which attends school in the forenoon and the other only in the afternoon, thus making the same teacher and the same school room accommodate double the number of pupils.

Small as the numbrs of pupils in our schools may appear, it nearly equals the capacity of our school buildings. This is shown from the fact that during the *summer term* 72 applicants for admission to the schools were rejected for want of room and not received any time during the term. Others were received after waiting till seats were vacated, and others wanting seats did not apply, knowing there was no room. Record of this matter was not kept during the fall and winter terms.

Perhaps a less full statement would have shown sufficiently the great obstacle to progress in the public schools of this place. By these statistics, however, the *extent* of our deficiency in school accommodations will be seen. Many years have passed since any enlargement has been made in our school buildings, and the growth of the city has been in quarters which renders even some of the room we have not available.

For some years the Board have been contemplating the erection of a new school building, but their funds have not accumulated sufficiently to warrant the prosecution of their plan.

Those departments of our schools which are not overcrowded are doing their work efficiently. The gradation is well enough, and we have a majority of able and faithful teachers. There are 13 in employ of the Board, and of these only one is a man. This is the Principal of the High School, who performs also the office of Superintendent of City Schools. He receives for these duties a salary of $1000 per annum, and the salaries of the other teachers range from $370 to $450.

The teachers' meeting held every week is of much assistance to the Superintendent in the discharge of his duties.

What is needed to promote the welfare of the public schools of this city is 1st, a liberal expenditure for more school buildings, next a Board of Education who shall be enlightened as to the wants of schools and zealous in supplying them. Our schools are now censured indiscriminately by those who know not whether they are good or bad. I do not specify good teachers as a necessity because when the Board perform their duty we shall have good teachers.

J. T. LOVEWELL,
City Superintendent.

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CITY OF MILWAUKEE.

In reply to your circular of the 6th inst., I submit the following abstract from the yearly report of ward school commissioners.

There are nine ward schools, containing three departments each, and seven branch schools. The number enrolled during the past year was over seven thousand. The amount expended was $45,859 66. This amount divided by the average number belonging, gives $11 66 as the cost of tuition per scholar. Divided by the number enrolled gives about $7 00. The valuation of school houses, lots, furniture, &c., is about $167,000 00. The attendance is much better than formerly. In July last the Board adopted the rule that for six half days' absence in any four consecutive weeks, (sickness only excepted,) the pupil should be suspended. The enforcing of this rule has had a wonderful effect upon the attendance average; also upon the punctual average, since two tardy marks count the same as a half day's absence. During the first two months there were thirty-six cases of suspension under the rule. The present month up to date (18th) has produced but six.

During the past year 132 teachers were examined. Teachers' certificates are graded as A 1, A 2; B 1, B 2. Applicants for B certificates are examined upon orthography, geography, grammar, history, practical and mental arithmetic. If the papers offered average between 70 and 80 per cent., the certificate is B 2. If over 80 per cent., B 1. B 1 qualifies the holder for principal of primary or intermediate departments. Applicants for A certificates, in addition to the above are examined upon physical geography, philosophy, physiology, algebra and geometry. But no one can obtain an A certificate unless the marking of the B papers will will give a B 1 certificate. A 1 qualifies the holder for principal of a grammar department. A 2, assistant in same. If every paper offered by a teacher will mark over 80 per cent., the certificate can be renewed. About half of the certificates issued were renewable.

F. C. POMEROY,
City Superintendent.

CITY OF MINERAL POINT.

Several days ago a printed circular was handed to me from you, requesting me to furnish a report concerning the Public Schools of this city: The public authorities are so effectually debarred from raising sufficient means to keep our schools going, that very little can be done towards establishing an efficient system of public school instruction here. The public schools were kept open for four months, commencing the beginning of May; but even that was longer than the means on hand justified. This mode of operating makes it very hard to get up any very flattering report. Not having any blank forms at hand, I have written down the leading facts connected with our public schools.

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Report of the Public Schools of the City of Mineral Point for the year 1865.

No. of Male Children residing in the City over 4 and under 20 years of age,.....	458
No. of Female.....do.....	419
Total number,.....	877
No. of Children over 4 and under 20 years of age who attended school,.....	411
No. of days school has been taught during the year,.....	80
No. of Departments in the school—three Primary, three Intermediate, and the High School,.....	7
No. of Teachers employed—2 male and 7 female,.....	9

Wages per month paid to male teachers, $50 and $80.
Wages per month paid to female teachers, $30.

The School Houses consist of three buildings. One large Seminary, divided off into five school rooms, (with recitation rooms) capable of holding 500 scholars, and two smaller buildings, one brick and the other wood, capable of holding 75 each. Value about $12,000.

The City Council have only power to levy a tax double the amount received from the State School Fund, for payment of teachers' wages, contingent expenses, &c., so that the public schools can be open but a small portion of the year. Another effort will be made this winter to have the City Charter in that respect, altered so as to place it in the power of the Council to levy a tax sufficient to keep the public schools open. Whether that effort will be successful remains to be seen.

HENRY PLOWMAN,
City Superintendent.

CITY OF OSHKOSH.

Our city schools are established upon the graded system; but, from the lack of suitable high school buildings, and a sufficiently large corps of teachers, it cannot be carried out completely. This, however, we hope to remedy another season. No new buildings have been erected the present year, but another room has been secured, and a department added to the high school. As now arranged, the City System embraces a central or high school, and one in each of the five wards. The former has connected with it the grammar school, divided into two departments.

In the high school proper, (which is under the immediate supervision of Mr. A. Everett, formerly of Ann Harbor High School, Mich.,) a regular course has been adopted, to follow a thorough preparation in the ordinary English branches, extending over three years, and embracing the usual studies in language and literature pursued in academies. Rigid examinations are required and enforced for admission and promotion. The school has attained as fair a degree of success as, from the many disadvantages with which we are compelled to contend, could be reasonably expected. Below I give the standing of the past term:

Average attendance,.....	96.2
" scholarship,.....	88.
" deportment,.....	96.

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The ward schools are, with one exception, divided into two departments, primary and intermediate, and are doing as well as overfilled benches and an inadequate number of teachers will permit.

On the part of the patrons an increasing, though yet insufficient interest seems to be exhibited in visiting the schools, an interest which I trust will manifest itself in "good works" by the erection of suitable buildings and supplying them with the necessary appurtenances. The following is the course of study:

		English Course.			Classical Course preparatory for College.	
1st y'r.	1st term,	Prac. Arith.,	Gram. con.,...	U. S. History.	.....	.....
	2d term,	Prac. Arith.,	Gram. con.,...	U. S. History.	.....	.....
	3d term,	Ele. Algebra,	Gram. fin.,....	Eng. Com.,...	.....	.....
2d y'r.	1st term,	Ele. Alg. Com.	Higher Arith,	Nat. Phil.,....	Latin Com....	.....
	2d term,	Uni. Alg. Com.	Higher Arith,	Nat. Phil.,....	Latin Con.	.....
	3d term,	Uni. Alg. Con.	Higher Arith,	Phys. Geo.,...	Latin Con.....	.....
3d y'r.	1st term,	Geometry, ...	Eng. Analy.,..	Gen. History,	*a* Latin Mid.,..	*b* Greek Com.
	2d term,	Geometry, ...	Eng. Analy.,..	Gen. History,	*a* Latin Mid.,..	*b* Greek Con.
	3d term,	Botany,.....	Rhetoric,.....	Gen. History,	*a* Latin Mid ,..	*b* Greek Con.
4th y'r.	1st term,	Men. Phil.,...	Eng. Liter.,...	Chemistry,...	*c* Latin Comp.,	*d* Greek Comp.
	2d term,	Men. Phil.,...	Eng. Liter.,...	Chemistry,...	*c* Latin Comp.,	*d* Greek Comp.
	3d term,	Moral Phil,...	Astronomy,...	Physiology,...	*c* Latin Comp.,	*d* Greek Comp.

a Caesar & Cicero. *b* Greek Gram. & Prim. Comp. *c* Virgil & Lat. Prim. Comp. *d* Anabasis & Greek Prin. Comp.

K. M. HUTCHINSON,
City Superintendent.

[NOTE.—It is to be regretted that no reports have been received from the City Superintendents of Beloit, La Crosse, Portage, Racine, Sheboygan, Watertown, and other places, where good graded schools are established.]

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TABLE NO. 1.

APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.

Counties and Towns	No. of Children.	Apportionment.
ADAMS—		
Adams	159	$73 14
Big Flats	31	14 26
Dell Prairie	242	111 32
Easton	106	48 76
Jackson	185	85 10
Lincoln	161	74 06
Leola	36	16 56
Monroe	180	82 80
New Haven	295	135 70
New Chester	140	64 40
Newark Valley	31	14 26
Preston	109	50 14
Quincy	57	26 22
Richfield	145	66 70
Rome	36	16 56
Strong's Prairie	303	139 38
Springville	175	80 50
White Creek	67	30 82
Total	2,458	$1,130 68
ASHLAND—		
Bayport	185	$85 10
La Pointe	94	43 24
Total	279	$128 34
BROWN—		
Bellevue	262	$120 52
Depere	133	61 18
Depere Village	224	103 04
Eaton	94	43 24
Glenmore	131	60 26
Green Bay	250	115 00
Green Bay City	1,143	525 78
Ft. Howard	377	173 42
Howard	301	138 46
Holland	394	181 24
Humboldt	230	105 80
Lawrence	362	166 52
Morrison	233	107 18
New Denmark	212	97
Pittsfield	54	24 84
Preble	231	106 26

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—Continued.

Counties and Towns.	No. of Children.	Apportionment.
BROWN—continued.		
Rockland,	215	$98 90
Scott,	644	297 62
Suamico,	132	60 72
Wrightstown,	244	112 24
Total	5,869	$2,699 74
BUFFALO—		
Alma	146	$67 16
Belvidere	121	55 66
Buffalo	211	97 06
Buffalo City,	68	31 28
Cross,	174	80 04
Eagle Mills,	105	48 30
Gilmanton,	102	46 92
Glencoe,	82	37 72
Maxville,	208	95 68
Modena,	65	29 90
Naples,	209	96 14
Nelson,	69	31 74
Waumandee,	267	122 82
Total,	1,827	$840 42
CALUMET—		
Brothertown,	531	244 26
Brillion,	85	39 10
Chilton,	456	209 76
Charlestown,	399	183 54
Harrison,	382	175 72
New Holstein,	518	238 28
Rantoul,	154	70 84
Stockbridge,	421	193 66
Woodville,	202	92 92
Total,	3,148	$1,448 08
CLARK—		
Levis,	49	$22 54
Lynn,	63	28 98
Pine Valley,	133	61 18
Weston,	98	45 08
Total,	343	$157 78
CHIPPEWA—		
Anson,	30	$13 80
Bloomer's Prairie,	159	73 14
Chippewa Falls,	240	110 40

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
CHIPPEWA—concluded.		
Eagle Point,	265	$121 90
La Fayette,	179	82 34
Sigel,	60	27 60
Wheaton,	93	42 78
Total,	1,026	$471 96
COLUMBIA—		
Arlington,	319	$146 74
Caledonia,	411	189 06
Courtland,	545	250 70
Columbus,	839	385 94
Dekorra,	515	236 90
Fort Winnebago,	296	136 16
Fountain Prairie,	508	233 68
Hampden,	386	177 56
Leeds,	438	201 48
Lowville,	343	157 78
Lodi,	573	263 58
Lewiston,	398	183 08
Marcellon,	354	162 84
Newport,	560	267 60
Otsego,	513	235 98
Pacific,	86	39 56
Portage,	1,208	555 68
Randolph,	365	188 60
Scott,	321	147 66
Springvale,	382	175 72
West Point,	316	145 36
Wyocena,	526	241 96
Total,	10,202	$4,718 62
CRAWFORD—		
Clayton,	467	$214 82
Eastman,	382	175 72
Freeman,	352	161 91
Haney,	144	66 24
Lynxville,	99	45 54
Marietta,	121	55 66
Prairie du Chien,	1,227	564 42
Seneca,	305	140 30
Scott,	272	125 12
Union,	117	53 82
Utica,	345	158 70
Wauzeka,	233	107 18
Total,	4,064	$1,869 44

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DANE—		
Albion	410	188 60
Berry,	458	210 68
Black Earth,	303	139 38
Blooming Grove,	365	167 90
Blue Mounds,	363	166 98
Bristol,	498	229 08
Burke,	391	179 86
Christiana,	626	287 96
Cottage Grove,	617	283 82
Cross Plains,	479	220 34
Dane,	421	193 66
Deerfield,	401	184 46
Dunkirk,	714	328 44
Dunn,	477	219 42
Fitchburg,	524	241 04
Madison,	263	120 98
Madison City,	2, 797	1, 286 62
Mazomanie,	506	237 36
Medina,	462	212 52
Midleton,	575	264 50
Montrose,	404	185 84
Oregon,	577	265 42
Perry,	389	178 94
Primrose,	414	190 44
Pleasant Spring,	469	215 74
Roxbury,	443	203 78
Rutland,	421	193 66
Springdale,	425	195 50
Springfield,	567	260 82
Sun Prairie,	490	225 40
Vienna,	376	172 96
Verona,	477	219 42
Vermont,	443	203 78
Westport,	478	219 88
Windsor,	411	189 06
York,	408	187 68
Total,	18, 852	$8, 671 92
DODGE—		
Ashippun,	787	$362 62
Burnett,	421	193 66
Beaver Dam,	537	247 02
Beaver Dam City,	1, 091	501 86
Clyman,	680	312 80
Calamus,	469	215 74
Chester,	370	170 20
Elba,	634	291 64
Emmett,	600	276 00
Fox Lake,	763	350 98
Hustisford,	621	285 66

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DODGE—concluded.		
Hubbard,	1,135	$522 10
Hermann,	822	378 12
Leroy,	548	252 08
Lomira,	682	313 72
Lowell,	889	408 94
Lebanon,	667	306 82
Oak Grove,	701	322 46
Portland,	538	247 48
Rubicon,	771	354 66
Shields,	574	264 04
Theresa,	923	424 58
Trenton,	667	306 81
Waupun, South Ward,	213	97 98
Westford,	513	235 98
Williamstown,	769	353 74
Total,	17,385	$7,997 10
DOOR—		
Bailey's Harbor,	38	$17 48
Brussell,	134	61 64
Clay Banks,	30	13 80
Chambers' Island,	.....	.....
Egg Harbor,	61	28 06
Forestville,	56	25 76
Gardner,	65	29 90
Gibraltar,	89	40 94
Liberty Grove,	.....	.....
Nasewaupee,	101	46 46
Sebastopol,	87	40 02
Sturgeon Bay,	117	53 82
Washington,	98	45 08
Total,	876	$402 96
DOUGLAS—		
Superior,	178	$81 88
	178	$81 88
DUNN—		
Dunn,	221	$101 66
Eau Galla,	200	92 00
Menomonie,	272	125 12
Peru,	46	21 16
Red Cedar,	257	118 22

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DUNN—concluded.		
Rock Creek,	47	$21 62
Spring Brook,	312	143 52
Total,	1,355	$623 30
EAU CLAIRE—		
Bridge Creek,	296	$136 16
Brunswick,	117	53 82
Eau Claire,	358	164 68
Lincoln,	130	59 80
North Eau Claire,	116	53 36
Oak Grove,	117	53 82
Pleasant Valley,	75	34 50
West Eau Claire,	263	120 98
Total,	1,472	$677 12
FOND DU LAC—		
Alto,	506	$232 76
Ashford,	705	324 30
Auburn,	538	247 48
Byron,	607	279 22
Calumet,	684	314 64
Empire,	358	164 68
Eldorado,	663	304 98
Eden,	569	261 74
Fond du Lac,	421	193 66
Fond du Lac City,	3,043	1,399 78
Friendship,	373	171 58
Forest,	591	271 86
Lamartine,	498	229 08
Metomen	520	239 20
Marshfield,	689	316 94
Oakfield,	495	227 70
Osceola,	186	85 56
Ripon,	379	174 34
Rosendale,	506	232 76
Ripon City,	687	316 02
Springvale,	485	223 10
Taycheedah	691	317 86
Waupun,	488	224 48
Waupun Village, North Ward,	305	140 30
Total,	14,987	$6,894 02
GRANT—		
Beetown,	630	$289 80
Boscobel,	431	198 26
Blue River,	147	67 62

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No of Children.	Apportionment.
GRANT—concluded.		
Cassville,	354	$162 84
Clifton,	445	*99 60
Ellenboro,	294	135 24
Fennimore,	627	288 42
Glen Haven,	452	207 92
Hazel Green,	1,098	505 08
Harrison,	416	191 36
Hickory Grove,	255	117 30
Jamestown,	525	241 50
Lancaster,	840	386 40
Lima,	375	172 50
Little Grant,	292	134 32
Liberty,	267	122 82
Marion,	219	100 74
Millville,	539	247 94
Muscoda,	302	138 92
Paris,	336	154 56
Patch Grove,	324	149 04
Platteville,	1,256	577 76
Potosi,	1,168	537 28
Smelser,	373	171 58
Tafton,	399	183 54
Waterloo,	244	112 24
Waterstown,	182	83 72
Wingville,	272	125 12
Wyalusing,	271	124 66
Total,	13,333	$6,028 08
GREEN—		
Adams,	296	$136 16
Albany,	614	282 44
Brooklyn,	404	187 22
Cadiz,	364	167 44
Clarnto,	651	299 46
Decaeur,	683	314 18
Exeter,	413	189 98
Jordan,	394	181 24
Jefferson,	663	304 98
Monroe,	1,281	589 26
Mount Pleasant,	505	232 30
New Glarus,	384	176 64
Sring Grove,	448	206 08
Sylvester,	453	208 38
Washington,	361	166 06
York,	294	135 24
Total,	8,211	$3,777 06

* There was $105 10 withheld from the town of Clifton, on account of over appropriation last year.

SUPT.

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
Green Lake—		
Berlin,	410	$188 60
Berlin City,	835	384 10
Brooklyn,	394	181 24
Dayton,	288	132 48
Green Lake,	401	184 46
Kingston,	234	107 64
Kingston Village,	134	61 64
Mackford,	356	163 76
Markesan,	148	68 08
Manchester,	432	198 72
Marquette,	180	82 80
Princeton,	542	249 32
St. Marie,	232	106 72
Seneca,	148	68 08
Total,	4,734	$2177 64
Iowa—		
Arena,	517	$237 82
Clyde,	260	119 60
Dodgeville,	1,519	698 74
Highland,	1,194	549 24
Linden,	820	377 20
Mifflin,	512	235 52
Moscow,	347	159 62
Mineral Point,	556	255 76
Mineral Point City,	1,332	612 72
Pulaski,	454	195 04
Ridgeway,	995	457 70
Waldwick,	260	119 60
Wyoming,	305	140 30
Total,	9,041	$4,158 86
Jackson—		
Albion,	439	$201 94
Alma,	350	161 00
Hixton,	253	116 38
Irving,	246	113 16
Melrose,	248	114 08
Manchester,	119	54 74
Northfield,	39	17 94
Springfield,	156	71 76
Total,	1,850	$851 00

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
JEFFERSON—		
Aztalan,	368	$169 28
Cold Spring,	290	133 40
Concord,	624	287 04
Farmington,	989	454 94
Hebron,	352	188 14
Ixonia,	769	353 74
Jefferson,	1,296	596 16
Koshkonong,	758	348 68
Lake Mills,	542	249 32
Milford,	629	289 34
Oakland,	423	194 58
Palmyra,	630	289 80
Sullivan,	641	294 86
Sumner,	157	72 22
Waterloo,	556	255 76
Waterloo Village,	162	74 52
Watertown,	960	441 60
Watertown City,	3,129	1,439 34
Total,	13,275	$6,182 72
JUNEAU—		
Armenia,	97	$36 34
Clearfield,	45	20 70
Fountain,	163	74 98
Germantown,	251	115 46
Kildare,	273	125 58
Lemonweir,	331	152 26
Lindina,	470	216 20
Lyndon,	183	84 18
Lisbon,	396	182 16
Mauston Village,	257	118 22
Marion,	145	66 70
Necedah,	206	94 76
Orange,	54	24 84
Plymouth,	240	110 40
Summit,	195	89 70
Seven Mile Creek,	238	109 48
Wonewoc,	225	103 50
Total,	3,751	$1,725 46
KENOSHA—		
Bristol,	395	$181 70
Brighton,	527	242 40
Kenosha City,	1,285	591 10
Pleasant Prairie,	530	243 80
Paris,	451	207 46
Randall,	221	101 66
Salem,	584	268 64

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Kenosha—concluded.		
Somers,	550	$257 60
Wheatland,	364	167 44
Total,	4,917	$2,261 82
Kewaunee—		
Ahnepee,	275	$126 50
Carlton,	336	154 56
Coryville,	135	62 10
Casco,	409	188 14
Franklin,	146	67 16
Kewaunee,	377	173 42
Lincoln,	167	76 82
Montpelier,	132	60 72
Pierce,	73	33 58
Red River,	383	176 18
Total,	2,433	$1,119 18
La Crosse—		
Bangor,	361	$166 06
Burns,	281	129 26
Barre,	458	210 68
Campbell,	174	80 04
Farmington,	367	168 82
Greenfield,	326	149 96
Holland,	175	80 50
Jackson,	285	131 10
La Crosse City,	1,290	593 40
Neshonoc,	289	132 94
Onalaska,	402	184 92
Washington,	218	100 28
Total,	4,626	$2,127 96
La Fayette—		
Argyle,	406	$186 76
Belmont,	242	111 32
Benton,	1,004	461 84
Center,	917	421 82
Elk Grove,	505	232 30
Fayette,	471	216 66
Gratiot	565	259 90
Kendall,	451	207 46
Monticello,	207	95 22
New Diggings,	717	329 82
Shullsburg,	1,163	534 98
White Oak Springs,	217	99 82
Wayne,	358	164 68

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
LA FAYETTE—concluded.		
Willow Springs,	390	$179 40
Wiota,	619	284 74
Total,	8,282	$3,786 72
LA POINTE—		
Bayfield	109	$50 14
Total	109	$50 14
MANITOWOC—		
Cato,	628	$288 88
Centerville,	486	223 56
Cooperstown,	584	268 64
Eaton,	357	164 22
Franklin,	520	239 20
Gibson,	434	199 64
Kossuth,	652	299 92
Liberty,	474	218 04
Manitowoc,	1,478	679 88
Manitowoc Rapids,	579	266 34
Maple Grove,	308	141 68
Meeme,	524	241 04
Mishicott,	581	267 26
Newton,	675	310 50
Rockland,	223	102 58
Schleswig,	413	189 98
Two Creeks,	129	59 34
Two Rivers,	978	449 88
Total	10,023	$4,610 53
MARATHON—		
Berlin,	233	$107 18
Easton,	38	8 68
Jenny,	35	16 10
Knowlton,	35	16 10
Mosinee,	108	49 68
Marathon,	97	44 62
Stettin	99	45 54
Texas,	56	25 76
Weston,	33	15 18

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Marathon—concluded.		
Wausau,	89	$40 94
Wausau village,	267	122 82
Total,	1,060	$487 60
Marquette—		
Buffalo,	327	$150 42
Crystal Lake,	213	97 98
Douglas,	263	120 98
Harris,	170	78 20
Mecan,	174	80 04
Montello,	304	139 84
Moundville,	173	79 58
Neshkoro,	159	73 14
Newton,	243	111 78
Oxford,	217	99 82
Packwaukee,	199	91 54
Shields,	212	97 52
Springfield,	35	16 10
Westfield,	159	73 14
Total,	2,848	$1,310 08
Milwaukee—		
Franklin,	732	$336 72
Granville,	1,077	495 42
Greenfield,	938	431 48
Lake	693	318 78
Milwaukee,	1,101	506 46
Milwaukee City,	20,500	9,430 00
Oak Creek,	919	422 74
Wauwatosa,	1,171	538 66
Total,	27,131	$12,480 26
Monroe,—		
Adrian,	184	$84 64
Angelo,	163	74 98
Clifton,	102	46 92
Eaton,	.....	.....
Glendale,	124	57 04
Greenfield,	107	49 22
Jefferson,	175	80 50
Leon,	344	158 24
Lincoln,	198	91 08
La Fayette,	95	43 70
Little Falls,	171	78 66
Oakdale,	139	63 94
Portland,	162	74 52

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
Monroe—concluded.		
Ridgeville,	266	$127 30
Sparta,	974	448 04
Sheldon,	177	81 42
Tomah,	383	176 18
Wellington,	105	48 30
Wilton,	171	78 66
Total,	4,040	$1,858 40
Oconto—		
Little Suamico,	73	33 58
Marinette,	151	69 46
Oconto,	189	86 94
Oconto Village,	236	108 56
Pensaukee,	123	56 58
Peshtigo,	237	109 02
Stiles,	126	57 96
Total,	1,135	522 10
Outagamie—		
Appleton,	985	453 10
Bovina,	104	47 84
Black Creek,	21	9 66
Buchanan,	137	63 02
Center,	283	130 18
Dale,	319	146 74
Ellington,	329	151 34
Freedom,	313	143 98
Greenville,	543	249 78
Grand Chute,	435	200 10
Hortonia,	312	143 52
Kaukauna,	424	195 04
Liberty,	71	32 66
Maple Creek,	131	60 26
Osborn	79	36 34
Total,	4,486	2,063 56
Ozaukee—		
Belgium,	1,081	492 66
Cedarburg,	1,023	470 58
Fredonia,	784	360 64
Grafton,	829	381 34
Mequon,	1,394	641 24
Port Washington,	1,073	493 58
Saukville,	760	349 60
Total	6,934	3,189 64

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APPORTIONMENT OF SCHOOL FUND INCOME—continued.

Counties and Towns.	No. of Children.	Apportionment.
Pepin—		
Albany,	58	26 58
Durand,	295	135 70
Frankfort,	75	34 50
Lima	114	52 44
Pepin,	297	136 62
Stockholm	48	22 08
Waubeek,	86	39 56
Waterville,	75	34 56
Total,	1,048	482 08
Pierce—		
Clifton	179	82 34
Diamond Bluff,	54	24 84
El Paso	49	22 54
Hartland,	68	31 28
Isabelle,	40	18 40
Martelle,	241	110 86
Oak Grove,	143	65 78
Perry	94	43 24
Pleasant Valley,	94	43 24
Prescott,	380	174 80
River Falls,	319	146 74
Salem,	60	27 60
Trenton,	45	20 70
Trimbelle,	134	61 64
Union,	15	6 90
Total,	1,915	880 90
Polk—		
Alden	145	20 70
Farmington,	159	73 14
Lincoln,	29	13 34
Osceola,	197	82 34
St. Croix Falls,	123	60 72
Sterling,	63	28 98
Total,	607	279 22
Portage—		
Almond,	208	95 68
Amherst,	.....	.....
Amherst Village,	278	127 88
Belmont,	152	69 92
Buena Vista,	173	79 58
Eau Pleine,	65	29 90
Grant,	37	17 02
Hull	.....	.....

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Portage—concluded.		
Jordan Village,	135	$62 10
Lanark,	187	86 02
Linwood,	55	25 30
New Hope,	215	98 99
Plover,	.....	.....
Plover Village,	360	165 60
Pine Grove,	125	57 50
Sharon,	226	103 96
Stockton,	207	95 22
Stevens Point,	19	8 74
Stevens Point City,	475	218 50
Total,	2,917	$1,341 50
Racine—		
Burlington,	896	$412 16
Caledonia,	1,083	498 18
Dover,	450	207 00
Mount Pleasant,	877	403 42
Norway,	401	184 46
Raymond,	546	251 16
Racine City,	2,865	1,317 90
Rochester,	340	156 40
Waterford,	564	259 44
Yorkville,	522	240 12
Total,	8,544	$3,930 24
Richland—		
Akan,	172	$79 12
Bloom,	328	150 88
Buena Vista,	371	170 66
Dayton,	259	119 14
Eagle,	388	178 48
Forest,	304	139 84
Henrietta,	250	115 00
Ithaca,	493	226 78
Marshall,	317	145 82
Orion,	263	120 98
Richwood,	424	195 04
Rockbridge,	290	133 40
Sylvan,	283	130 18
Westford,	256	117 76
Willow,	211	97 06
Richland,	482	221 72
Total,	5,091	$2,341 86

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Rock—		
Avon,	354	$162 84
Beloit,	313	143 98
Beloit City,	1,540	708 40
Bradford,	376	172 96
Clinton,	599	275 54
Center,	437	201 02
Fulton,	706	324 76
Harmony,	381	175 26
Janesville,	298	137 08
Janesville City,	3,743	1,721 78
Johnstown,	454	208 84
Lima,	385	177 10
La Prairie,	322	148 12
Magnolia,	400	184 00
Milton,	613	281 98
Newark,	441	202 86
Porter,	511	235 06
Plymouth,	462	212 52
Rock,	488	224 48
Spring Valley,	416	191 36
Turtle,	497	228 62
Union,	660	303 60
Total,	14,396	$6,622 16
Saint Croix—		
Cylon,	76	$34 96
Eau Galla,	.....	.....
Erin Prairie,	151	69 46
Emerald,	48	22 08
Hammond,	190	87 40
Hudson,	122	56 12
Hudson City,	548	252 08
Malone,	175	80 50
Pleasant Valley,	129	59 34
Richmond,	178	81 88
Rush River,	76	34 96
St. Joseph,	75	34 50
Springfield,	41	18 86
Star Prairie,	145	66 70
Somerset,	135	62 10
Troy,	211	97 06
Warren,	72	33 12
	2,372	$1,091 12
Sauk—		
Baraboo,	930	$427 80
Bear Creek,	248	114 08
Dellona,	247	113 62

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
SAUK—concluded.		
Excelsior,	290	$133 40
Fairfield,	261	120 06
Franklin,	326	149 96
Freedom,	244	112 24
Greenfield,	300	138 00
Honey Creek,	443	203 78
Ironton,	433	199 19
Lavalle,	320	147 20
Merrimack,	303	139 38
New Buffalo,	341	156 86
Prairie du Sac,	719	330 74
Reedsburg,	468	215 28
Spring Green,	351	161 46
Sumpter,	397	182 62
Troy,	349	160 54
Washington,	305	140 30
Westfield,	379	174 34
Winfield,	284	130 64
Woodland,	235	108 10
Total,	8,173	$3,759 58
SHAWANO—		
Belle Plaine,	95	$43 70
Hartland,	33	15 18
Pella,	75	34 50
Richmond,	80	36 80
Shawano,	34	15 64
Waukecheon,	7	3 22
Total,	324	$149 04
SHEBOYGAN—		
Abbott,	639	$293 94
Greenbush,	516	237 36
Hermann,	734	337 64
Holland,	955	439 30
Lima,	732	336 72
Lyndon,	563	258 98
Mitchell,	422	194 12
Moselle,	437	201 02
Plymouth,	839	385 94
Rhine,	596	374 16
Russell,	231	106 26
Scott,	577	265 42
Sheboygan,	507	233 22
Sheboygan Falls,	777	357 42
Sheboygan Falls Village,	502	230 92

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
Sheboygan—concluded.		
Sheboygan City,	1,550	$718 00
Wilson,	486	223 56
Total,	11,063	$5,088 98
Trempealeau—		
Arcadia,	95	$58 88
Caledonia,	147	69 62
Chase,	.....	.....
Burnside,	21	9 66
Etrick,	148	68 08
Gale,	302	138 92
Hale,	15	6 90
Lincoln,	64	29 44
Preston,	148	68 08
Sumner,	86	39 56
Trempealeau,	464	213 44
Total,	1,523	$700 58
Vernon—		
Bergen,	165	$75 90
Christiana,	300	138 00
Clinton,	170	78 20
Coon,	159	73 14
Franklin,	361	166 06
Forest,	173	79 58
Greenwood,	142	65 32
Genoa,	130	59 80
Hamburg,	256	117 76
Harmony,	193	88 78
Hillside,	288	132 48
Jefferson,	348	160 08
Kickapoo,	386	177 56
Liberty,	133	61 18
Stark,	160	73 60
Sterling,	308	141 68
Union,	98	45 08
Viroqua,	667	306 82
Webster,	288	132 48
Whitestown,	150	48 30
Wheatland,	168	77 28
Total,	4,998	$2,299 08
Walworth—		
Bloomfield,	443	$203 78
Darien,	559	257 14

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
WALWORTH—concluded.		
Delavan,	918	$419 98
East Troy,	589	270 94
Elkhorn,	375	172 50
Geneva,	803	369 38
Hudson,	529	243 34
La Grange,	508	233 68
La Fayette,	490	225 40
Linn,	325	194 50
Richmond,	388	178 48
Sharon,	686	315 56
Sugar Creek,	404	185 84
Spring Prairie,	457	210 22
Troy,	440	202 40
Whitewater,	1,344	618 24
Walworth	541	248 86
Total	9,794	$4,505 24
WASHINGTON—		
Addison,	936	$430 56
Barton,	537	247 02
Erin,	714	328 44
Farmington,	761	350 06
Germantown,	1,018	468 28
Hartford,	1,094	503 24
Jackson	836	384 56
Kewaskum,	543	249 78
Polk,	1,075	494 50
Richfield,	843	387 78
Trenton,	783	360 18
Wayne	786	361 56
West Bend	708	325 68
Total,	10,634	$4,891 64
WAUKESHA—		
Brookfield	805	$370 80
Delafield,	549	252 54
Eagle,	514	236 44
Genesee,	708	325 68
Lisbon,	548	252 08
Menomonee,	928	426 88
Merton,	580	266 80
Muskego,	575	264 50
Mukwonago,	623	286 58
New Berlin,	829	381 34
Oconomowoc,	965	443 90
Ottawa,	480	220 80
Pewaukee,	602	276 92
Summit,	398	183 08

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—continued.

Counties and Towns.	No. of Children.	Apportionment.
WAUKESHA—concluded.		
Vernon,	449	$206 54
Waukesha,	1,826	609 96
Total,	10,879	$5,004 34
WAUPACA—		
Bear Creek	85	$39 10
Caledonia,	237	109 02
Dayton,	260	119 60
Farmington,	289	132 94
Helvetia,	36	16 56
Iola,	238	109 48
Larrabee,	20	9 20
Lebanon,	158	72 68
Lind,	402	184 92
Little Wolf,	166	76 36
Matteson,	45	20 70
Mukwa,	354	162 84
Royalton,	232	106 72
Scandinavia,	367	168 82
St Lawrenco,	244	112 24
Union,	43	19 78
Waupaca,	496	228 16
Weyauwega,	505	232 30
Total,	4,177	$1,921 42
WAUSHARA—		
Aurora,	365	$167 90
Bloomfield,	272	125 12
Coloma,	118	54 28
Deerfield,	67	30 82
Dakota,	104	47 84
Hancock,	126	57 96
Leon,	264	121 41
Mt. Morris,	178	81 88
Marion,	216	99 36
Oasis,	195	89 70
Plainfield,	370	170 20
Poysippi,	125	57 50
Rose,	69	31 74
Richford,	194	89 24
Springwater,	188	86 48
Saxville,	259	119 14
Warren,	245	112 70
Wautoma,	265	121 90
Total,	3,620	$1,665 20

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APPORTIONMENT OF SCHOOL FUND INCOME FOR 1865—concluded.

Counties and Towns.	No of Children.	Apportionment.
WINNEBAGO—		
Algoma,	176	80 96
Black Wolf,	293	134 78
Clayton,	533	245 18
Menasha,	896	412 16
Neenah,	888	408 48
Nekimi,	445	204 78
Nepeuskin,	853	162 38
Omro,	809	372 54
Oshkosh,	362	166 52
Oshkosh City,	2, 954	1, 358 84
Poygan,	308	141 68
Rushford,	703	323 38
Utica,	477	219 42
Vinland,	393	180 78
Winchester	514	236 44
Winneconne,	508	231 38
Wolf River,	109	50 14
Total,	10, 716	4, 929 36
WOOD—		
Centralia	210	96 60
Dexter,	.....	.....
Grand Rapids,	319	146 74
Lincoln,	9	4 14
Rudolph,	88	40 48
Saratoga,	88	45 08
Seneca,	59	27 14
Sigel,	57	26 22
Springfield,	41	18 86
Total,	881	$405 26

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TABLE No. 2.

GENERAL STATISTICS.

COUNTIES.	No. of School Districts.	No. of Districts not Reported.	No. of Parts of Districts.	No. Parts Districts not Reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended school.	No. of Children under 4 years of age who have attended school.	No. of Children ove 20 years of age who have attended School.	Total No. of different Pupils who have attended School during the year.	No. of days a school has been taught by a qualified teacher during the year.	No. of days' attendance of Pupils under 4 years of age.	No. of days' attendance of Pupils over 20 years of age.	No. of days' attendance of Pupils over 4 and under 20 years of age.	Total No. of days' attendance of different Pupils during the year.
Adams,	58	5	31	8	1174	1137	2311	1668	18	8	1744	7891	610	250	106254	112217
Ashland,	8	2	.....	...	33	29	62	20	.....	.....	20	66	.....	.....	66	792
Brown,	61	8	15	2	3117	3040	6157	3582	16	2	3755	9100	313	18	268906	269191
Buffalo,	38	5	11	1	1121	1024	2145	1196	18	8	1331	4728	37	308	75359	79768
Burnett,	1	.....	.....	...	42	30	72	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet,	57	3	9	1	1726	1645	3371	2261	7	12	2280	6762	144	434	116758	117337
Chippewa,	22	.....	2	...	591	538	1129	743	4	7	767	2702	33	218	56362	57576
Clark,	13	3	2	...	212	162	374	278	1	4	283	1069	10	141	19007	19158
Columbia,	124	1	63	1	5199	5059	10258	8120	46	56	8222	24772	563	2336	555324	558223
Crawford,	68	.....	32	4	2171	2086	4257	2907	23	16	2946	8945	449	455	253908	254647
Dane, 1st District,	94	.....	73	1	4149	3898	8047	5550	27	44	5653	17289	347	1438	311392	298339
2d ...do.	94	1	48	...	5762	5419	11181	6700	29	32	6761	15485	314	754	428077	429146
Dodge, 1st District,	80	.....	31	...	3967	3751	7718	4652	25	42	4798	11250	251	2701	270888	329997
2d ...do.	78	3	63	2	4967	4652	9619	5962	33	24	6951	18972	872	724	374709	379617
Door,	32	5	4	...	557	527	1084	548	6	.....	579	3486	94	.....	30815	31457

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Douglas,	3	.....	.....	...	112	100	212	212	.....	2	212	527	.....	.....	14978	14978
Dunn,	38	.....	.....	...	851	781	1632	1283	16	8	1294	4518	171	239	65730	66240
Eau Claire,	28	1	12	1	811	835	1646	1323	6	6	1337	3860	112	281	87989	88332
Fond du Lac,	146	14	81	7	8436	8085	16471	11330	51	72	11861	29800	1036	1897	454678	534828
Grant,	166	2	77	3	7057	6806	13858	9977	29	40	10046	26462	616	1497	557823	559506
Green,	97	2	50	1	4216	4176	8392	6654	20	52	6682	15873	569	1690	441811	435706
Green Lake,	42	.....	59	...	2481	2277	4708	3308	4	22	3872	10791	32	794	196592	208567
Iowa,	109	4	17	...	4430	4242	8672	5909	23	29	5961	14831	360	835	250294	281449
Jackson,	48	5	9	1	989	931	1920	1523	12	5	1627	5688	216	243	86984	86819
Jefferson,	95	.....	76	...	6875	7010	13885	7297	42	52	7391	19202	953	1371	658518	560856
Juneau,	66	.....	31	...	2073	1984	4057	2723	34	24	2781	10105	432	597	169959	170989
Kenosha,	58	1	27	...	2618	2505	5123	3428	19	17	3464	10390	1488	595	300161	302244
Kewaunee,	37	.....	1	...	1398	1265	2663	1094	3	2	1164	3022	95	.....	75904	74999
La Crosse,	52	2	22	1	2590	2414	5004	3067	4	18	3223	7689	126	436	190003	190572
La Fayette,	111	.....	27	...	4244	3980	8224	5937	90	45	5757	19469	2628	1270	373669	377716
La Pointe,	1	.....	.....	...	45	48	93	45	.....	.....	45	168	.....	.....	168	45
Manitowoc,	91	3	19	...	5365	5159	10524	5602	55	16	5655	14566	189	494	315891	316574
Marathon,	40	8	3	...	544	521	1065	809	9	1	821	3356	185	33	80691	80680
Marquette,	46	3	41	7	1519	1410	2929	2160	5	11	2277	7513	102	269	108045	109375
Milwaukee,, 1st District,	59	.....	18	3	2344	2192	4536	2450	10	11	2471	7807	361	385	177605	178351
Milwaukee 2d District,	29	.....	1	1	11304	10906	22210	8080	6	4	7535	4513	36	97	767809	767126
Monroe,	103	4	25	...	2395	2223	4618	3538	43	25	3686	11540	514	1114	228562	225184
Oconto,	13	2	6	...	676	589	1265	1094	5	2	1101	2297	25	49	61382	62771
Outagamie,	86	.....	8	1	2220	2159	4379	3271	27	8	3255	9810	3295	699	206019	194194
Ozaukee,	53	.....	7	...	3614	3321	6935	3698	21	1	3660	9102	106	.....	271728	271334
Pepin,	19	2	9	...	504	500	1004	900	7	5	930	2775	346	190	51827	53385
Pierce,	40	9	28	4	1182	1056	2238	1701	16	30	1747	5704	151	558	119900	120609
Polk,	21	5	5	2	290	246	536	448	.....	3	451	1999	.....	160	35739	35899
Portage,	76	10	24	2	1606	1567	3173	2466	16	15	2536	10093	311	209	161653	153089
Racine,	76	.....	25	...	4418	4097	8515	5355	23	6	5434	11602	79	222	494972	495273
Richland,	97	3	36	...	2668	2563	5231	3833	35	19	3857	11384	853	516	209165	210533
Rock, 1st District,	80	.....	21	3	2521	2277	4798	3376	23	13	3608	13280	484	469	241430	242383
Rock, 2d District	55	.....	61	1	3083	2839	5922	4310	15	35	4360	12509	459	1126	425083	426668
St. Croix,	41	1	24	...	1471	1386	2857	2201	24	11	2236	7425	657	332	132678	133647
Sauk,	125	2	68	1	4066	3914	7980	6294	56	29	6380	22130	697	906	387793	386488
Shawano,	12	3	5	...	197	187	384	230	8	2	270	1316	119	7	7096	7378
Sheboygan,	99	.....	36	1	5670	5585	11255	6911	32	36	6972	16716	720	4062	570082	576664

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TABLE No. 2.—GENERAL STATISTICS.—continued.

COUNTIES.	No. of School Districts.	No. of Districts not Reported.	No. of Parts of Districts.	No. Parts Districts not Reported.	No. of Male Children over 4 and under 20 years of age.	No. of Female Children over 4 and under 20 years of age.	Total No. of Children over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Total No. of different Pupils who have attended School during the year.	No. days a School has been taught by a qualified Teacher during the year.	No. of days' attendance of Pupils under four years of age.	No. of days' attendance of Pupils over 20 years of age.	No. of days' attendance of Pupils over and under 20 years of age.	Total No. of days' attendance of different Pupils during the year.
Trempealeau,	35	.....	10	2	1036	913	1949	1413	12	4	1399	4707	189	121	77493	77807
Vernon,	93	.....	41	1	2700	2578	5278	3699	34	41	3783	12137	332	899	144043	145264
Walworth,	105	.....	67	...	4976	4821	9797	7795	30	61	7886	22435	635	2146	581060	583842
Washington,	87	.....	48	...	5404	5036	10440	5245	27	8	5764	14345	144	151	382153	392260
Waukesha,	93	.....	94	...	5393	5175	10568	7787	16	38	7828	20433	362	1558	535516	561534
Waupaca,	75	2	22	1	2289	2055	4344	2737	15	26	3007	9730	284	869	182362	183515
Waushara,	72	1	47	1	1967	1882	3849	2831	23	9	2798	11960	668	407	159371	163452
Winnebago,	72	.....	64	...	6012	5724	11736	7439	44	402	7673	15206	745	1501	578467	568936
Wood,	21	1	1	...	477	450	927	832	9	4	880	2632	219	96	65388	65651
Total,	3806	121	1738	60	171865	163717	335582	217767	1252	1523	223067	615424	26018	41162	14542034	14681167

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TABLE No. 3.

TEACHERS, SCHOOL HOUSES, SITES, ETC.

COUNTIES.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. sites well inclosed.	No. school houses built of stone or brick.	No. of school houses with out houses in good condition.	No. of school houses furnished with blackboards.	No. of school houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Cash value of apparatus, etc.
Adams,	98	24 25	18 05	52	2289	61	51	2	.....	19	60	2	1	500 00	6435 00	478 50	151 30
Ashland,	1	40 00	.....	1	46	1	1	1	.....	1	1	.....	1	.....	.....	.....	.....
Brown,	118	41 09	23 72	43	3858	67	60	13	2	17	49	10	6	5900 00	14943 00	2782 00	166 50
Buffalo,	58	31 72	23 97	43	1420	31	18	4	1	3	25	2	1	1750 00	7990 00	588 00	169 80
Calumet,	81	29 67	18 62	52	3237	57	44	11	.....	13	44	8	4	620 00	8353 25	1026 55	358 50
Chippewa,	54	30 89	26 98	19	828	20	18	1	.....	1	16	1	.....	1500 00	3690 00	400 00	78 00
Clark,	19	.....	28 96	25	829	10	10	.....	.....	.....	7	2	1	210 00	1105 00	62 00	70 00
Columbia,	296	37 12	20 79	140	8229	147	122	27	14	67	137	20	11	10000 00	53967 00	6794 00	842 25
Crawford,	114	36 33	22 04	.....	3855	81	59	4	5	6	68	8	2	4000 00	18858 00	2202 00	774 00
Dane, 1st District,	217	29 04	19 71	109	5450	119	100	24	26	41	117	9	11	5800 00	38544 00	3585 50	310 50
Dane, 2d District,	198	35 86	23 12	138	6232	114	86	20	14	25	101	18	12	7500 00	44890 00	12686 50	3225 04
Dodge, 1st District,	148	38 68	20 05	78	5187	80	75	8	10	40	76	17	5	10500 00	33194 00	2194 33	567 50
Dodge, 2d District,	225	37 34	19 36	102	6198	122	102	26	9	40	115	20	11	2200 00	36994 00	3842 00	749 36
Door,	17	26 00	22 58	17	508	19	15	2	.....	5	12	4	3	500 00	3820 00	394 00	245 00

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TABLE NO 3.—TEACHERS, SCHOOL HOUSES, SITES, ETC.—concluded.

COUNTIES.	No. of different persons employed as teachers during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.	No. of schools visited by the county superintendent during year.	No. of pupils school houses will accommodate.	No. of school houses in the town.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses with outhouses in good condition.	No. of school houses furnished with blackboards.	No. of School houses furnished with outline maps.	No. of school houses furnished with clocks.	Highest valuation of school house and site.	Total cash value of school houses.	Cash value of sites.	Cash value of apparatus, etc.
Douglas,	5	40 00	26 60	3	170	4	4	1	.....	3	3	3	1	925 00	650 00	275 00	.....
Dunn,	50	40 00	26 60	3	1340	33	27	3	.....	10	23	4	2	700 00	6335 00	635 00	280 00
Eau Claire,	64	46 39	24 19	[illegible]	1470	26	26	4	.....	10	24	2	1	4400 00	9195 00	1458 00	253 00
Fond du Lac,	311	37 29	20 46	18	11574	183	145	47	7	86	154	26	32	20000 00	86470 00	12785 00	1199 92
Grant,	318	36 08	23 41	174	10411	191	122	15	31	33	171	20	14	9800 00	77797 50	7868 00	1286 25
Green,	238	31 86	20 54	108	6596	112	94	17	24	21	105	20	10	1050 00	36763 00	3390 50	1034 50
Green Lake,	128	36 45	19 87	100	3644	70	54	8	3	17	62	15	6	1900 00	17925 00	4511 00	248 34
Iowa,	181	39 26	24 25	40	7591	115	62	10	16	28	104	25	6	7000 00	40762 00	2052 90	1999 10
Jackson,	83	34 73	21 04	38	1846	45	30	3	.....	12	32	6	3	825 00	7715 15	1028 00	266 00
Jefferson,	243	37 03	19 52	120	7925	131	110	17	39	64	122	25	15	8000 00	57271 25	7650 50	2010 25
Juneau,	141	37 42	19 47	85	3614	79	61	10	.....	21	66	7	2	2000 00	16097 00	1171 00	269 75
Kenosha,	137	34 60	21 18	64	4858	67	62	26	5	39	67	16	13	17000 00	41290 00	3590 00	987 00
Kewaunee,	42	28 58	21 56	22	1979	40	24	10	.....	17	20	2	2	1155 00	5750 00	855 00	162 00
La Crosse,	97	36 24	28 26	60	2284	62	49	12	4	33	55	10	3	5000 00	24143 00	3303 00	321 00
La Fayette,	180	30 96	22 33	13	5967	111	74	24	19	26	70	21	10	2400 00	30555 00	3169 50	797 50
La Pointe,	2	.....	59 00	1	60	1	1	1	.....	1	1	1	1	700 00	600 00	100 00	50 00
Manitowoc,	149	34 90	22 55	76	8036	98	76	9	1	30	89	35	14	4100 00	21340 50	3733 00	1757 75
Marathon,	44	34 00	27 27	25	1179	39	18	5	.....	7	23	7	2	3500 00	8672 00	971 80	667 25
Marquette,	95	24 47	18 90	57	2446	50	39	2	.....	6	54	5	5	1725 00	8825 45	504 75	96 75

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Milwaukee, 1st Dist,...	71	32 31	21 90	47	2982	47	44	13	4	27	47	28	7	1300 00	16016 00	2447 00	503 88
Milwaukee, 2d Dist...	114	54 00	21 41	20	7062	35	35	19	10	30	34	23	17	21000 00	94280 00	39218 00	3251 00
Monroe, ...	169	33 17	18 85	97	4237	95	78	3	.....	21	78	1	7	2600 00	19478 00	1162 20	297 50
Oconto, ...	31	56 12	28 52	16	909	16	13	3	.....	7	11	10	4	2000 00	9750 00	1595 00	183 00
Outagamie, ...	120	34 65	21 28	66	3687	69	61	14	1	31	63	17	10	6000 00	19551 00	3166 50	363 50
Ozaukee, ...	83	30 99	21 85	57	5507	62	26	10	9	27	54	25	2	3400 00	19140 00	2899 00	1234 00
Pepin, ...	33	35 08	21 74	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pierce, ...	62	46 45	23 82	47	2077	43	37	.....	.....	11	34	7	1	4000 00	15135 00	961 90	367 00
Polk, ...	26	47 50	22 34	26	539	13	7	2	.....	2	9	3	1	900 00	3255 00	451 00	136 00
Portage, ...	11	44 43	20 51	63	2521	74	45	8	.....	10	55	2	2	5000 00	14705 00	2314 00	165 50
Racine, ...	153	43 82	22 21	79	5446	81	71	27	14	45	81	46	24	15000 00	62327 64	11896 94	2374 15
Richland, ...	158	30 85	21 41	60	5127	113	93	6	.....	14	86	6	3	2700 00	17103 10	1811 65	563 00
Rock, 1st Dist., ...	140	32 30	30 37	80	3834	79	63	18	30	20	77	12	7	2355 00	24914 00	2294 00	366 25
Rock, 2d Dist., ...	152	39 19	22 17	74	4346	84	71	31	17	49	78	19	12	12000 00	40895 60	5137 00	933 20
St. Croix, ...	87	35 55	26 67	76	2559	51	.....	16	.....	25	40	2	2	3500 00	17240 00	1305 00	196 00
Sauk, ...	264	31 35	20 28	102	7420	148	115	11	10	38	127	18	4	3500 00	34248 36	4182 22	919 00
Shawano, ...	13	.....	23 33	7	424	14	11	.....	.....	1	11	.....	2	400 00	1025 00	178 00	31 00
Sheboygan, ...	200	37 08	21 29	53	7480	117	103	22	3	47	104	29	7	15200 00	39702 76	3899 00	1219 50
Trempealeau, ...	61	35 50	21 71	36	1638	38	30	3	1	13	28	5	2	6200 00	14315 00	797 00	115 00
Vernon, ...	166	28 00	20 63	91	4785	107	95	2	1	12	86	2	.....	505 00	14417 00	930 50	483 15
Walworth, ...	275	43 75	20 18	135	7670	136	127	32	20	55	129	22	19	5000 00	49310 00	6843 50	721 50
Washington, ...	146	32 81	19 10	115	7085	104	93	7	11	26	95	13	2	1700 00	20215 00	3644 20	850 75
Waukesha, ...	242	38 82	21 30	167	7932	118	101	28	20	64	112	44	22	5000 00	49850 00	5148 00	928 75
Waupaca, ...	135	32 28	20 52	153	3468	89	72	17	.....	33	83	12	2	1309 00	13042 05	2281 55	383 17
Waushara, ...	132	38 45	17 54	69	3723	93	81	4	.....	24	87	5	4	2200 00	13455 40	798 00	211 50
Winnebago, ...	217	41 06	21 85	85	6608	105	95	22	7	42	100	23	15	9100 00	54191 79	12360 00	1271 80
Wood, ...	33	51 50	24 39	21	1360	21	18	6	.....	8	19	5	6	4120 00	7800 00	940 00	100 00
	7532	36 46	22 24	3882	241593	4338	3454	691	378	1418	3821	750	395	21000 00	1455322 20	214447 86	39563 48

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TABLE No. 4.

FINANCIAL STATISTICS.

MONEYS RAISED AND RECEIVED.

COUNTIES.	Taxes levied for building and repairing.	Taxes levied for fuel and incidentals.	Taxes levied for teachers, wages.	Taxes levied for apparatus, etc.	Taxes levied for library, etc.	Taxes levied to pay old indebtedness.
Adams,	$545 08	$656 54	$8,187 22	$107 27	$70 00	$111 26
Ashland,	.....	.....	.....	.....	.....	.....
Brown,	2,373 24	851 17	5,460 51	52 06	80 00	245 50
Buffalo,	718 50	367 90	8,660 22	.....	.....	272 81
Burnett,	.....	.....	.....	.....	.....	.....
Calumet,	922 25	524 96	3,927 68	108 00	.....	193 52
Chippewa,	251 70	349 10	1,526 81	.....	.....	167 00
Clark,	.....	80 00	1,325 00	.....	.....	.....
Columbia,	2,606 56	2,567 97	15,722 97	80 40	20 00	456 17
Crawford,	912 65	968 98	7,004 26	60 00	.....	81 03
Dane, 1st dist.,	6,611 75	2,706 66	8,614 58	.....	.....	172 58
Dane, 2d dist.,	4,722 46	2,074 98	13,190 04	20 00	20 00	548 13
Dodge, 1st dist.,	.....	.....	.....	.....	.....	.....
Dodge, 2d dist.,	1,471 80	3,550 50	13,877 31	82 75	.....	840 10

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Door,	614 05	449 30	2,669 28	.....	.....	280 00
Douglas,	102 26	87 73	602 01	.....	.....	.....
Dunn,	735 50	211 65	3,584 45	18 00	.....	.....
Eau Claire,	2,430 05	851 21	6,062 25	75 00	10 00	403 16
Fond du Lac,	6,461 64	5,841 52	23,011 52	246 58	156 11	630 43
Grant,	4.130 14	3,347 41	17,336 80	96 38	1 00	908 89
Green,	3,856 89	2,390 27	10,853 08	5 00	.....	674 90
Green Lake,	1.672 60	1,674 73	9,340 90	1 00	.....	75 27
Iowa,	2,052 66	2,135 48	9,888 24	441 00	.....	329 50
Jackson,	574 90	457 29	3,965 58	.....	.....	231 40
Jefferson,	2,709 74	2,303 12	12,173 80	195 14	.....	640 12
Juneau,	1,952 41	886 26	6,573 66	30 67	28 49	158 44
Kenosha,	411 55	1,250 65	7,430 30	78 00	.....	335 11
Kewaunee,	904 50	160 55	2,736 75	.....	.....	37 33
La Crosse,	1,327 65	1,101 05	8.606 91	6 00	15 00	112 78
La Fayette,	1,700 32	2,650 40	11,764 38	19 85	.....	1,474 16
La Pointe,	.....	.....	.....	.....	.....	.....
Manitowoc,	718 66	758 81	14,057 25	137 18	10 00	453 45
Marathon,	723 88	544 29	2,981 00	42 00	42 00	40 00
Marquette,	1,100 51	565 05	724 68	409 75	362 61	874 88
Milwaukee, 1st dist,	618 70	1,040 16	1,540 29	.....	.....	368 83
Milwaukee, 2d dist	611 38	432 82	1,951 76	3 65	.....	76 95
Monroe,	2,710 04	1,454 48	8,083 91	49 60	.....	452 04
Oconto,	1,350 00	267 19	3,692 21	250 00	.....	92 39
Outagamie,	336 07	775 00	6,341 87	28 70	62 00	685 00
Ozaukee,	1,002 26	834 17	2,557 23	244 00	30 00	254 50
Pepin,	308 92	1,316 15	239 93	106 30	.....	332 20
Pierce,	685 00	599 10	5,415 76	25 00	20 00	.....
Polk,	.....	.....	.....	.....	.....	.....
Portage,	733 50	511 30	6,211 75	292 04	21 05	206 74
Racine,	2,368 47	3,690 50	8,484 86	35 90	20 00	54 22
Richland,	697 98	909 15	8,382 96	19 00	24 00	186 16
Rock, 1st dist.,	1,068 56	853 34	2,155 22	.....	.....	93 13
Rock, 2d dist.,	1,006 16	4,234 98	10,097 75	41 10	314 75	1,520 36
St. Croix,	.....	.....	.....	.....	.....	.....
Sauk,	2,154 18	1,494 12	10,058 06	101 00	10 00	486 77
Shawano,	306 00	149 00	930 42	7 00	.....	10 00

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TABLE No. 4.—FINANCIAL STATISTICS, MONEYS RAISED AND RECEIVED.—continued.

COUNTIES.	Taxes levied for building and repairing.	Taxes levied for fuel and incidentals.	Taxes levied for teachers' wages.	Taxes levied for apparatus, etc.	Taxes levied for library, etc.	Taxes levied to pay old indebtedness.
Sheboygan,	1,809 73	1,188 33	6,873 20	40 00	.....	350 90
Trempealeau,	941 29	501 45	3,556 82	10 95	25 00	212 58
Vernon,	1,388 46	885 54	6,028 73	161 90	.....	272 25
Walworth,	1,503 53	3,298 95	16,332 84	36 27	5 00	451 75
Washington,	1,112 91	1,192 76	3,460 62	4 84	10 00	137 59
Waukesha,	1,452 71	2,788 91	14,644 91	15 00	12 00	808 67
Waupaca,	945 25	673 60	6,985 45	28 00	.....	473 20
Waushara,	1,751 75	755 13	4,918 14	.....	.....	1,238 46
Winnebago,	8,889 14	3,020 01	15,465 00	50 00	.....	918 50
Wood,	137 00	143 46	2,414 27	30 00	.....	10 00
Total,	$90,649 84	$74,861 18	$388,627 76	$3,786 18	$1,314 61	$20,390 56

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TABLE NO. 4.—FINANCIAL STATISTICS, MONEYS RAISED AND RECEIVED—continued.

COUNTIES.	Income of the state school fund.	Taxes levied at annual town meeting.	Taxes levied by county supervisors.	Tuition of non-resident pupils.	All other sources.	Money on hand August 31, 1864.	Total amount on hand, raised and received during the year.
Adams,	$743 00	$180 45	$750 16	$2 00	$335 08	$1,075 49	$7,713 50
Ashland,	43 24	.....	33 60	.....	.....	190 88	267 72
Brown,	2,496 98	440 10	1,306 17	42 74	50 52	2,005 07	15,354 06
Buffalo,	531 05	35 00	299 66	6 50	405 55	1,172 29	7,468 98
Burnett,	.....	.....	.....	.....	.....	.....	.....
Calumet,	1,409 19	284 94	571 58	7 75	304 08	2,132 06	10,381 01
Chippewa,	443 00	631 78	210 77	.....	.....	68 04	3,647 70
Clark,	.....	.....	400 28	2 50	696 00	161 18	2,664 96
Columbia,	4,192 48	2,125 38	4,965 44	540 84	3,045 04	3,661 19	39,934 44
Crawford,	1,518 59	1,259 78	912 40	3 00	1,087 09	850 06	14 652 76
Dane, 1st district,	3,431 46	1,653 04	1,639 01	1 00	617 57	4,250 03	29,698 58
Dane, 2d district,	5,521 52	1,488 17	1,258 67	156 90	1,369 00	2,790 02	33,159 89
Dodge, 1st district,	.....	.....	.....	.....	.....	.....	.....
Dodge, 2d district,	3,667 31	1,090 80	2,052 45	97 70	181 29	2,610 22	29,471 78

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TABLE No. 4—FINANCIAL STATISTICS, MONEY, RAISED AND RECEIVED.—concluded.

COUNTIES.	Income of the State School Fund.	Taxes Levied at Annual Town Meeting.	Taxes Levied by County Supervisors.	Tuition of Non-Resident Pupils.	All other Sources.	Money on hand August 31, 1864.	Total Amount on hand, raised and received during the year.
Door,	$217 74	$312 00	$248 83	$20 00	$454 89	.....	$5,215 54
Douglas,	81 88	.....	.....	.....	201 25	$64 88	1,140 01
Dunn,	536 00	434 00	183 00	39 80	191 68	.....	5,934 03
Eau Claire,	677 12	.....	300 00	52 25	269 26	.....	10,630 30
Fond du Lac,	6,753 57	1,590 84	2,528 19	403 72	1,476 51	4,640 53	53,641 16
Grant,	5,760 49	1,984 64	2,561 47	151 80	1,352 15	4,331 92	41,963 18
Green,	3,268 97	1,235 60	1,791 10	221 98	619 00	1,800 33	26,717 12
Green Lake,	2,346 02	.....	811 24	141 00	411 00	4,330 11	21,303 87
Iowa,	3,698 11	1,469 84	2,039 27	98 24	1,269 69	5,257 66	28,679 79
Jackson,	771 29	427 14	827 15	10 00	412 40	2.303 36	10,481 01
Jefferson,	5,676 55	1,228 48	3,630 16	502 99	1,409 62	2,501 34	32,966 06
Juneau,	1,589 00	1.075 86	841,48	36 00	427 12	2,044 26	15,638 65
Kenosha,	1,955 71	260 40	5,180 92	199 00	1,305 27	929 03	19,335 94
Kewaunee,	640 27	352 22	422 59	.....	95 00	218 81	5,568 02
La Crosse,	2,074 00	1,274 00	909 21	7 30	291 12	782 60	16,507 62
La Fayette,	3,150 94	916 65	1,389 36	65 38	532 83	3,658 08	27,325 35
La Pointe,	50 14	300 00	180 00	.....	.....	530 14	1,060 28
Manitowoc,	4,056 03	738 32	2,851 62	21 62	2,491 75	10,377 08	36,666 77

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Marathon,	429 97	2,176 50	1,160 36	10 00	597 96	1,092 80	9,840 76
Marquette	310 00	725 00	447 15	438 22	612 43	1,574 05	8,144 33
Milwaukee, 1st District,	2,019 94	1,721 54	1,814 77	28 50	236 50	2,299 88	11,689 11
2d ...do	10,268 35	8,044 32	19,506 60	7 50	174 54	.....	41,077 87
Monroe,	1,696 37	830 21	1,716 65	38 85	441 64	3,818 16	21,291 35
Oconto,	636 29	485 56	290 65	.....	108 90	1,297 81	8,471 00
Outagamie,	1,948 86	468 94	2,654 69	15 00	51 45	2,091 18	15,458 76
Ozaukee,	3,168 09	2,749 16	2,781 16	12 58	420 91	2,823 33	16,377 34
Pepin,	437 00	291 38	.....	.....	.....	.....	3,031 88
Pierce,	619 14	269 64	555 24	34 50	402 06	3,175 44	11,791 88
Polk,	.....	.....	.....	.....	.....	.....	.....
Portage,	1,316 61	457 42	695 39	21 26	747 95	2,559 60	13,774 61
Racine,	3,681 45	1,502 01	1,987 09	630 40	4,020 41	1,475 90	27,951 21
Richland,	2,334 07	1,101 27	961 31	21 28	1,439 12	2,515 88	18 592 18
Rock, 1st District,	1,143 31	874 30	1,669 65	.....	589 88	1,347 85	9,795 24
2d ...do	2,873 39	550 86	5,375 87	274 25	1,226 76	4,476 39	31,992 52
St. Croix,	.....	.....	.....	.....	.....	.....	.....
Sauk,	3,498 92	2,029 30	2,558 52	72 25	2,741 14	.....	25,204 26
Shawano,	259 75	79 27	90 48	.....	42 00	.....	1,873 92
Sheboygan,	4,817 08	5,773 61	2,069 34	33 12	3,919 36	3,791 13	30,165 80
Trempealeau,	588 41	100 00	246 11	23 00	818 89	2,288 62	9,313 12
Vernon,	2,020 93	359 35	987 88	50 33	742 16	2,891 31	15,738 84
Walworth,	4,570 87	1,839 00	2,113 68	368 55	1,734 44	2,998 25	35,253 13
Washington,	5,119 70	2,455 88	3,650 65	8 50	1,279 59	2,247 96	20,680 50
Waukesha,	4,796 99	696 23	2,095 24	131 55	734 82	3,669 80	31,846 83
Waupaca,	1,701 78	677 03	1,622 43	21 00	756 91	2,685 17	16,569 82
Waushara,	1,448 33	293,39	956 36	102 36	461 97	1,388 54	13,309 43
Winnebago,	4,874 44	2,465 94	4,596 03	125 13	187 84	5,012 31	45,604 34
Wood,	267 18	.....	76 36	5 00	1,901 70	86 30	5,071 27
Total,	$134,148 87	$61,804 04	$103,775 44	$5,205 09	$47,692 64	$122,845 72	1,054,101 33

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TABLE NO. 5.

FINANCIAL STATISTICS.

MONEYS EXPENDED.

COUNTIES.	Building and repairing.	Fuel and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Adams,	$478 57	$428 93	$315 50	$4,347 41	60	$5 30
Ashland,	.....	2 62	120 00	.....	.....	.....
Brown,	1,346 50	1,006 68	3,420 05	7,548 90	11 00	.....
Buffalo,	534 60	438 18	1,572 95	2,431 03	8 00	75 00
Burnett,	.....	.....	.....	.....	.....	.....
Calumet,	695 56	629 48	1,146 00	4,756 18	32 45	22 67
Chippewa,	58 95	321 54	707 95	1,892 98	.....	6 00
Clark,	116 00	181 00	.....	1,232 00	25 00	.....
Columbia,	3,228 49	3,645 58	8,046 76	18,973 72	133 61	.....
Crawford,	1,135 51	978 20	2,273 00	4,738 32	20 24	73 03
Dane, 1st district,	6,868 90	2,642 38	4,469 93	10,890 25	37 92	.....
Dane, 2d district,	2,516 67	4,925 73	3,832 85	15,304 82	6 50	12 50
Dodge, 1st district,	.....	.....	.....	.....	.....	.....
Dodge, 2d district,	1,580 38	3,813 38	69099 50	14,165 22	61 45	17 63

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Door,	70 00	353 44	586 50	1,851 71	25 00	4 50
Douglas,	105 76	99 73	181 82	566 00	10 00	.....
Dunn,	698 50	440 32	415 00	4,253 00	73 94	.....
Eau Claire,	2,002 59	540 27	1,387 02	3,565 24	130 22	10 75
Fond du Lac,	6,285 78	5,734 84	7,850 88	23,547 06	168 00	174 08
Grant,	4,825 39	3,876 12	7,253 00	21,015 77	49 50	.....
Green,	2,597 30	3,221 35	5,543 72	12,038 63	92 00	.....
Green Lake,	2,006 80	1,818 79	4,049 89	8,332 25	32 35	.....
Iowa,	2,915 66	2,291 65	4,647 70	12,936 32	183 30	2 35
Jackson,	664 17	462 28	1,420 48	4,603 95	357 00	.....
Jefferson,	3,249 27	3,174 16	5,562 37	15,062 43	161 40	2 75
Juneau,	1,351 41	1,159 76	2,310 82	6,442 27	10 00	5 00
Kenosha,	483 21	2,448 74	4,186 58	10,057 32	12 78	.....
Kewaunee,	1,127 71	213 87	1,444 00	2,490 50	.....	.....
La Crosse,	829 70	932 20	4,099 00	7,590 00	37 50	15 00
La Fayette,	2,065 15	2,423 86	5,042 10	8,591 22	35 25	.....
La Pointe,	4 50	9 05	.....	395 00	.....	.....
Manitowoc,	1,060 48	1,155 26	7,301 44	11,280 06	134 54	28 08
Marathon,	841 16	586 19	2,539 00	1,708 08	42 77	23 80
Marquette,	1,100 14	551 07	821 61	425 91	362 61	1,044 81
Milwaukee, 1st dist.,	326 11	1,378 93	2,012 85	6.127 41	3 00	8 57
Milwaukee, 2d dist,	2,199 11	5,231 26	12,158 92	26,634 18	1,045 74	5 05
Monroe,	2,176 25	1,555 45	2,855 25	8,516 78	11 00	.....
Oconto,	1,424 16	251 55	574 81	3,752 72	52 00	.....
Outagamie,	548 92	984 43	1,978 62	8,964 00	112 95	32 00
Ozaukee,	819 88	840 14	7,260 05	4,086 00	227 77	77 00
Pepin,	265 00	1,031 05	224 02	114 74	.....	272 15
Pierce,	1,121 94	1,205 71	1,669 00	5,156 23	39 50	20 00
Polk,	.....	.....	.....	.....	.....	.....
Portage,	769 48	576 74	1,821 28	6,836 90	30 85	33 20
Racine,	2,252 75	3,937 41	3,458 50	15,614 68	54 82	.....
Richland,	694 24	910 30	3,857 38	7,760 33	53 63	24 00
Rock, 1st dist.,	1,063 43	945 52	1,123 15	4,585 69	.....	5 00
Rock, 2d dist,	1,472 39	3,908 91	5,115 35	14,509 94	86 51	38 87
St. Croix	.....	.....	.....	.....	.....	.....
Sauk,	1,837 50	1,865 46	3,752 16	16,317 69	79 76	15 00
Shawano,	43 50	111 00	.....	966 19	7 00	.....

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TABLE No. 5.—FINANCIAL STATISTICS, MONEYS EXPENDED.

COUNTIES.	Building and repairing.	Full and incidental expenses.	Services of male teachers.	Services of female teachers.	Apparatus, etc.	Library, etc.
Sheboygan,	1,989 90	1,640 19	6,146 03	12,645 51	70 12	1 90
Trempealeau,	826 02	616 46	1,088 25	4,626 06	82 60	25 00
Vernon,	1,200 83	743 34	3,036 54	8,345 81	136 00	.....
Walworth,	1,573 45	3,866 59	7,444 71	16,709 48	13 82	5 00
Washington,	732 40	1,334 34	7,594 89	7,716 69	6 18	10 00
Waukesha,	1,567 04	3,007 61	6,902 50	16,219 94	27 00	16 00
Waupaca,	1,021 79	805 60	1,923 13	7,212 61	57 25	.....
Waushara,	572 04	580 27	852 43	6,318 46	.....	.....
Winnebago,	6,979 11	3,981 66	6,727 58	16,281 98	58 17	.....
Wood,	148 50	202 86	1,595 10	2,258 93	20 00	.....
Total,	$86,420 05	$91,968 93	$189,614 89	$471,257 50	$4,525 60	$2,111 99

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TABLE NO. 5.—FINANCIAL STATISTICS, ETC.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31st, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Adams,	497 37	.....	8 34	451 40	1,180 08	7,713 50
Ashland,	.....	.....	.....	.....	145 10	267 72
Brown,	284 78	87 18	51 81	384 33	3,335 22	17,421 45
Buffalo,	464 99	2 00	1 65	25 00	1,920 58	7,468 98
Burnett,	.....	.....	.....	.....	.....	.....
Calumet,	318 27	27 56	20 86	234 64	2,497 34	10,381 01
Chippewa,	376 10	.....	.....	40 00	150 84	3,554 38
Clark,	.....	1 00	.....	37 00	27 00	1,569 60
Columbia,	1,038 00	117 12	32 33	1,114 05	3,604 78	39,934 44
Crawford,	127 25	25 91	8 65	204 44	1,927 06	11,511 61
Dane, 1st Dist.,	360 03	31 09	108 25	114 03	2,661 45	28,184 23
Dane, 2d Dist.,	555 85	64 76	20 40	512 23	1,763 52	29,515 83
Dodge, 1st Dist.,	.....	.....	.....	.....	.....	.....
Dodge, 2d Dist.,	383 92	96 78	32 63	261 11	2,783 56	29,295 56
Door,	437 34	24 35	10 00	147 67	1,905 03	5,215 54
Douglas,	.....	.....	.....	.....	101 70	1,140 01
Dunn,	24 00	.....	32 00	.....	.....	5,936 76

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TABLE NO. 5.—FINANCIAL STATISTICS, MONEYS EXPENDED, ETC.—concluded.

COUNTIES.	Old indebtedness.	School furniture.	Registers, records, etc.	For all other purposes.	Money on hand August 31, 1865.	Total amounts expended during the year and remaining on hand Aug. 31, 1865.
Eau Claire,	831 64	275 01	10 00	165 91	.....	8,918 65
Fond du Lac,	1,732 05	1,015 87	141 28	1,227 17	5,765 20	53,641 16
Grant,	1,077 92	172 25	45 75	464 47	6,049 39	44,829 57
Green,	338 64	13 75	71 14	592 45	1,160 75	25,646 73
Green Lake,	445 26	183 92	17 70	3,272 41	2,583 80	22,743 17
Iowa,	694 85	486 23	280 52	560 51	3,861 17	28,860 26
Jackson,	308 49	70 00	4 35	74 50	2,436 08	10,401 30
Jefferson,	1,375 54	523 10	96 11	594 76	4,004 74	33,806 63
Juneau,	428 34	235 92	9 95	260 04	3,425 14	15,638 65
Kenosha,	453 27	15 75	27 42	383 25	1,267 62	19,335 94
Kewaunee,	26 55	7 03	2 50	72 43	658 19	6,042 78
La Crosse,	153 00	20 45	20 55	573 70	1,202 84	15,473 94
La Fayette,	1,731 00	167 10	38 44	172 05	3,070 09	28,336 26
La Pointe,	.....	.....	.....	11 65	307 81	728 01
Manitowoc,	1,270 24	286 48	34 05	1,494 69	12,621 45	36,666 77
Marathon,	467 75	140 40	75 25	127 00	1,782 44	8,333 84
Marquette,	310 00	659 12	597 13	463 19	2,311 92	8,647 51
Milwaukee, 1st Dist.,	552 48	17 58	7 86	79 46	1,174 86	11,689 11

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Milwaukee, 2d Dist.,	77 98	.....	176 85	2,455 85	.....	49,984 44
Monroe,	422 00	79 48	12 20	764 44	4,871 91	21,264 76
Oconto,	212 12	.....	150 00	196 70	1,856 90	8,471 00
Outagamie,	469 28	46 22	38 67	155 61	1,777 80	15,102 95
Ozaukee,	365 91	56 52	110 73	190 24	3,195 65	17,229 89
Pepin,	435 10	292 45	.....	.....	.....	2,634 51
Pierce,	189 06	35 27	2 50	14 50	2,388 17	11,791 88
Polk,	.....	.....	.....	.....	.....	.....
Portage,	592 90	64 50	18 46	75 63	1,617 78	12,437 72
Racine,	172 02	74 50	7 81	389 15	1,989 57	27,951 21
Richland,	451 10	87 65	14 85	218 80	3,675 64	17,697 92
Rock, 1st Dist.	91 63	47 80	2 60	90 78	1,889 64	9,795 24
Rock, 2d Dist.,	1,549 69	58 71	62 76	623 62	4,777 26	32,204 01
St. Croix,	.....	.....	.....	.....	.....	.....
Sauk,	907 98	62 32	44 15	916 88	.....	25,798 90
Shawano,	76 00	.....	5 10	.....	.....	1,208 79
Sheboygan,	1,053 26	139 50	30 92	3,808 03	2,690 44	30.165 80
Trempealeau,	244 28	5 10	10 90	89 95	1,818 24	9,432 86
Vernon,	636 85	101 85	15 06	181 48	1,341 59	15, 38 84
Walworth,	668 25	67 66	37 05	790 21	3,653 58	34,79 80
Washington,	292 00	30 40	30 94	136 98	3,351 3	21,286 45
Waukesha,	1,231 02	202 85	35 25	684 31	2,817 20	32,710 72
Waupaca,	661 84	34 43	21 04	455 35	4,376 78	16,569 82
Waushara,	849 73	9 06	88 75	148 87	1,915 67	11,335 28
Winnebago,	1,264 70	806 06	194 96	708 18	2,583 65	39,586 05
Wood,	146 75	23 00	5 00	51 00	165 97	4,617 11
Total,	$30,146 32	$6,992 54	$2,923 42	$27,261 60	$130,441 35	$1,043,664 20

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TABLE No. 6.

LIBRARIES AND TEXT BOOKS.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.					
	No. of vols. added during the year.	Whole No. of volumes in Library.	Spellers.	Readers.	Mental Arithmetics.	Written Arithmetics.	Geographies.	Grammars.
Adams,	.....	11	Sanders,	Sanders,	Ray,	Ray,	Monteith & McNally,	Clark.
Ashland,	.....	.....	McGuffey,	McGuffey,	.....	Davies,	Monteith,	
Brown,	.....	209	....do....	....do....	Ray,	Ray,	Cornell,	Pinneo.
Buffalo,	22	72	National,	National,	Davies,	Davies,	McNally,	Clark.
Calumet,	5	397	Sanders,	Sanders,	...do...	Thompson	Cornell,	Clark.
Chippewa,	.....	.....	McGuffey,	McGuffey,	...do...	Davies,	McNally,	Clark.
Clark,	.....	.....	....do....	National,	...do...	...do...	Monteith & McNally,	Clark.
Columbia,	.....	1,040	Sanders,	Sanders,	Thompson,	Thompson	Cornell,	Clark.
Crawford,	.....	57	McGuffey,	McGuffey,	Ray,	Ray,	Monteith & Mitchell,	Pinneo & Clark
1st Dist. Dane,	9	507	Sanders,	Sanders,	.....	Thompson	Cornell,	Clark.
2d Dist. ...do...	31	601	....do....	....do....	Ray,	Ray,	McNally,	Clark.
1st Dist. Dodge,	19	1,111	....do....	....do....	Thompson,	...do...	Cornell,	Clark.
2d Dist. ...do...	14	1,362	....do....	do..	Ray,	...do...	Monteith & McNally,	Clark.
Door,	.....	12	McGuffey,	McGuffey,	.....	...do...	Cornell,	Pinneo.
Douglas,	.....	3	....do....	....do....	Ray,	...do...	Mitchell,	Pinneo.
Dunn,	.....	.....	....do....	....do....	Thomson,	Thompson	Cornell,	Clark.
Eau Claire,	.....	96	Sanders,	Sanders,	Davies,	...do...	....do....	Clark.
Fond du Lac,	27	1,178	....do....	....do....	.....	...do...	....do....	Wells.
Grant,	1	572	McGuffey,	McGuffey,	Ray,	Ray,	McNally,	Pinneo.

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Green,		566	McGuffey,	McGuffey,	Ray,	Ray,	Cornell,	Pinneo.
Green Lake,		561	Sanders,	Sanders,		Thompson	do	Cla k.
Iowa,		550	McGuffey,	McGuffey,	Ray,	Ray,	Monteith & McNally,	Clark.
Jackson,		20	Sanders,	do		do	do	Clark.
Jefferson,	9	855	do	Sanders,	Thompson,	Thompson	Cornell,	Clark.
Juneau,		138	McGuffey,	McGuffey,	Ray,	Ray,	Monteith,	Pinneo.
Kenosha,		1,143	Sanders,	National,	Davies,	Davies,	McNally,	Clark.
Kewaunee,			McGuffey,	Sanders,	Ray,	Ray,	Cornell,	Smith.
La Crosse,	10	94	do	McGuffey,	do	do	Monteith & McNally,	Clark.
La Fayette,	1	512	Websters,	do	do	do	Monteith,	Pinneo.
La Pointe,			Sanders,	Sanders,	Robinson,	Robinson,	Mitchell,	Wells.
Manitowoc,	15	497	do	do	Ray,	Ray,	Monteith,	Pinneo.
Marathon,		97	National,	do	Davies,	do	McNally,	Clark.
Marquette,		282	Sanders,	do	Robinson,		Cornell,	Clark.
1st Dist. Mill.,	16	1,089	McGuffey,	McGuffey,	Ray,	Ray,	Monteith & Cornell,	Pinneo.
2d do		114	Sargents,	do	Robinson,	do	Warren,	Green.
Monroe,			Sanders,	Sanders,	Ray,	do	Monteith & McNally,	Clark.
Oconto,			do	McGuffey,	do	do	Cornell,	Pinneo.
Outagamie,	2	197	McGuffey,	do	do.	do	Monteith & McNally,	Clark.
Ozaukee,	36	1,487	Sanders,	Sanders,		Davies,	do	Clark.
Pepin,			do	do	Thompson,	Ray,		Kenyon.
Pierce,			do	do	Robinson,	Robinson,	do	Clark.
Polk,			National,	National,	Davies,	Davies,	McNally,	Clark.
Portage,	32	283	Sanders,	Sanders',	Ray,	Ray,	do	Clark.
Racine,	10	3,429	do	do	Davies,	Davies,	Monteith,	Clark.
Richland,	57	132	McGuffey,	McGuffey,	Ray,	Ray,	McNally,	Clark.
1st Dist. Rock,	5	264	do.	Sanders & McGuffey,	do	do	Cornell,	Pinneo.
2nd " Rock,	12	1,420	do	McGuffey,	do	do	do	Clark.
St. Croix,			Sanders,	Sanders,	Davies,	Davies,	Colton & Fitch,	Wells.
Sauk,	13	610	do	do	do		McNally,	Clark.
Shawano,			do	do	do	do	Mitchell,	Clark.
Sheboygan,	4	1,150	do	do	do	do	Monteith & McNally,	Clark.
Trempealeau,	16	151	do	National,	do	do	do	Clark.
Vernon,		3	McGuffey,	McGuffey,	Ray,	Ray,	Mitchell,	Pinneo.
Walworth,	12	1,212	Sanders,	Sanders,	Thompson,	Thompson	Cornell,	Clark.
Washington,	20	1,083	do	do	Davies,	Ray,	Monteith & McNally,	Clark.
Waukesha,	13	702	do	do	Thompson,	Thompson	Cornell,	Clark.

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TABLE NO. 6.—LIBRARIES AND TEXT BOOKS—concluded.

COUNTIES.	DIST. LIBRARIES.		TEXT BOOKS MOST USED IN THE SCHOOLS.					
	No. of vols. added during the year.	Whole No. of volumes in Library.	Spellers.	Readers.	Mental Arithmetics.	Written Arithmetics.	Geographies.	Grammars.
Waupaca,.....	1	64	.....do.....	.....do.....	.....do.....	.....do....	...do.....	Clark.
Waushara,.....	.....	.....	.....do.....	.....do.....	.....	Ray, ...	McNally,.....	Clark.
Winnebago,.....	.....	337	McGuffey,	McGuffey,.....	Ray & Davies,.	Davies,....	Monteith & McNally,	Clark.
Wood,.....	70	83	....do.....	.....do.....	.....	Ray, ...	.....do.....	.....
Totals,.....	482	26, 753	Sanders', .	Sanders, ...	Ray, ...	Ray, ...	Cornell,.....	Clark.

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TABLE NO. 7.

TEACHERS' CERTIFICATES.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade,	2d Grade.	3d Grade.
Adams,	.....	1	9	.....	3	77
Ashland,	.....	.....	1	.....	.....	.....
Brown,	.....	1	12	.....	1	57
Buffalo,	.....	1	14	.....	.....	36
Calumet,	.....	.....	12	.....	.....	72
Clark,	.....	.....	.....	.....	.....	14
Chippewa,	.....	.....	5	.....	.....	25
Columbia,		.....	40	1	1	185
Crawford,	.....	.....	19	.....	.....	78
Dane, 1st dist.,	.....	.....	27	.....	1	140
Dane, 2d dist.,	1	.....	25	1	1	179
Dodge, 1st dist.	1	.....	19	.....	.....	80
Dodge, 2d dist.,	1	4	38	4	6	127
Door	.....	.....	2	.....	.....	27
Douglas,	.....	2	.....	.....	.....	2
Dunn,	1	.....	9	.....	.....	34
Eau Claire,	1	.....	7	2	.....	30
Fond du Lac,	2	3	29	1	22	166
Grant,	.....	.....	56	1	4	266
Green,	2	2	33	.....	5	144
Green Lake,	.....	2	23	1	.....	93
Iowa,	.....	.....	24	.....	2	132
Jackson,	.....	.....	8	.....	.....	46
Jefferson,	1	5	24	.....	2	156
Juneau,	.....	3	20	.....	7	108
Kenosha,	.....	1	10	.....	5	67
Kewaunee,	.....	.....	9	.....	.....	32
La Crosse,	.....	3	24	.....	.....	73
La Fayette,	3	2	20	3	3	133
La Pointe,	2	.....	.....	.....	.....	.....
Manitowoc,	.....	.....	32	.....	.....	73
Marathon,	1	1	3	.....	.....	9
Marquette,	.....	.....	17	.....	.....	89
Milwaukee, 1st dist.,	1	1	8	2	2	56
Milwaukee, 2d dist.,	1	4	19	.....	.....	11
Monroe,	.....	1	16	.....	.....	126
Oconto,	.....	1	.....	.....	3	12
Outagamie,	.....	.....	8	.....	2	81
Ozaukee,	1	1	38	.....	.....	30
Pepin,	.....	.....	9	.....	.....	37
Pierce,	.....	.....	2	.....	2	73
Polk,	.....	.....	1	.....	2	15
Portage,	1	1	.....	1	5	58
Racine,	2	.....	9	1	4	82

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TABLE NO. 7—TEACHERS' CERTIFICATES—concluded.

COUNTIES.	MALE.			FEMALE.		
	1st Grade.	2d Grade.	3d Grade.	1st Grade.	2d Grade.	3d Grade.
Richland,	1	.....	41	.....	1	95
Rock, 1st district,	.....	.....	22	.....	4	114
Rock, 2d district,	1	2	19	2	9	98
St. Croix,	.....	.....	4	1	4	51
Sauk,	.....	.....	18	.....	2	159
Shawano,	.....	.....	.....	.....	.....	13
Sheboygan,	.....	.....	18	.....	.....	76
Trempealeau,	1	.....	5	.....	.....	41
Vernon,	.....	.....	31	.....	.....	101
Walworth,	.....	1	34	1	5	160
Washington,	.....	7	41	.....	.....	84
Waukesha,	2	4	30	1	7	185
Waupaca,	3	1	16	.....	6	84
Waushara,	.....	1	8	.....	1	91
Winnebago,	3	6	19	.....	8	136
Wood,	1	2	3	.....	1	24
Totals,	36	64	1,990	23	131	4,838

Total first grade,	59
Total second grade,	195
Total third grade,	6,828
Total all grades,	7,082

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